

# THE CHRONICLE

of Higher Education.

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Volume XXXVIII, Number 31

## Quote, Unquote

News Summary: Page A3

"The revolution in these states is a defining moment in history, with profound consequences for America's own national interests."

President Bush, announcing aid for the former Soviet Union that could help researchers: A41

"The university is perhaps the single most important institution shaping long-term views of politics."

An assistant professor, on the importance of a politically conscious curriculum: B1

"I've heard so many people say, 'I can't keep this women's team together.' Well, no wonder. They're asked to practice at 7 a.m., the coach is paid two cents, there are no scholarships. All of a sudden there's no interest or ability. Big surprise!"

Donna A. Lofgren, on equity in college sports programs: A1

"We must associate ourselves more prominently with solving the problems that concern Americans the most."

Derak Bok, on the need for higher education to reclaim public trust: A17

"I don't like it, but what's to be done? They are citizens."

The U. of Sarajevo's rector, where professors have become the leaders of the ethnic political parties: A41

"Our economic competitors arelobbering our brains out in manufacturing and trade, and we're debating whether it makes sense to spend a little more money educating the next generation, insuring a healthy work force, rebuilding our infrastructure, and discovering new technologies."

Rep. John Conyers, Jr.: A26

SECTION 1	PAGES A1-62
Athletics	A37-40
Business & Philanthropy	A33-34
Gazette	A46
Fact Files	A34, 38
Government & Politics	A26-31
Information Technology	A20-24
International	A41-44
Personal & Professional	A17-19
Scholarship	A8-16
Students	A36-38
SECTION 2	PAGES B1-62
Bulletin Board	B9-61
Opinion, Letters, Arts	B1-8

## Black-College Fund Will Close 6 Offices, Lay Off 25 People

Officials say cuts will free up more money for student support

By JULIE L. NICKLIN

The United Negro College Fund plans to lay off 25 employees and close six of its area offices in an effort to trim its operating costs and free up more money for student support.

The plan was announced by William H. Gray, III, who took over as the fund's president in September. Mr. Gray and other officials of the UNCF, which raises money for 41 private, historically black colleges, said the changes were not prompted by financial problems or lackluster fund raising, but were designed to make more money available to the increasing number of students who are applying to the fund's member colleges.

"Our members need more financial help than ever before," said Mr. Gray. "We want to maximize the number of dollars that are available to send kids to college."

### 40 Positions to Be Eliminated

The plan calls for the elimination of 40 positions by laying off 25 employees and leaving 15 vacancies unfilled. Six area offices will be closed—in Baltimore, Milwaukee, Indianapolis, Pittsburgh, Aurora, Colo., and Orlando, Fla. At the same time, the UNCF will seek to raise \$56.8-million in fiscal 1993, about \$2.2-million more than in 1992.

Several presidents of the UNCF's member institutions said that the changes under Mr. Gray had come sooner than they expected, but that they were pleased with the objectives. Some UNCF employees, however, who said they were not expecting the changes, said they were shocked and confused by the announcement.

Officials of several other fund-raising organizations said that now is the right time to review administrative costs, especially new technologies."

Continued on Page A37

## Sectarian Strife Buffets Yugoslavia's Universities

Yugoslav intellectuals and universities have become deeply involved in the sectarian strife that threatens the disintegration of the multi-ethnic federation. At the University of Sarajevo, faculty members, like Aleksa Buha (above), a philosophy professor, have become leaders of rival ethnic political parties. "The return of nationalism is indeed a step back," he says, "but we have to go through this phase of tremendous social, spiritual, and moral crisis."



STORY ON PAGE A41

## A CHRONICLE SURVEY

### Men Outnumber Women and Get Most of Money in Big-Time Sports Programs



A survey of Division I colleges shows disparities in spending on men's and women's sports. Above, an NCAA tournament game between Virginia and Vanderbilt.

By DOUGLAS LEDERMAN

Men at most Division I colleges are much likelier than women to play on sports teams and receive a much bigger slice of sports expenditures than their female counterparts, a Chronicle survey shows.

About two-thirds of the 203 colleges that responded to the survey enrolled more women than men in 1990-91. Yet at 130 of those institutions, male athletes outnumbered female athletes by more than two to one. One hundred twenty-one of the colleges gave at least twice as much athletic-scholarship money to men as to women.

### Follow-Up on NCAA Study

The survey was intended to follow up on a National Collegiate Athletic Association study released last month, which sought to provide a broad-brush portrait of the relative treatment of

men's and women's sports programs at NCAA colleges.

The Chronicle survey was based on the forms that Division I colleges prepared as part of the NCAA's study and was designed to flesh out the association's report, which revealed the data only in the aggregate. Most of the information provided by the colleges for The Chronicle survey has never before been released publicly. (A college-by-college list including information from the gender-equity study begins on Page A38.)

Many respondents warned that the information in the reports was not, by itself, a sufficient basis for drawing firm conclusions about an individual college's compliance with Title IX of the Education Amendments of 1972, the federal law barring sex discrimination at institutions that receive federal aid.

The information, they argued, provided the relative treatment of

Continued on Page A37

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## This Week in The Chronicle

### Research

#### NEW PERSPECTIVES IN ART HISTORY

■ Influenced by Marxism, feminism, and psychoanalysis, scholars delve into the politics of Impressionist works of art: A8  
■ Responding to complaints, the College Art Association looks at ways to encourage "pluralism" at its annual meetings: A9

#### VALUING 'COMMUNITY SERVICE'

Scholars can help inform citizens about today's complex policy issues by sharing their expertise on key national issues: B3

Physicists examine radiation from scientific journals: A8  
Stereo-speaker array used to study sonic booms: A8  
Maharishi Meharish Yogi disemissions report on meditation: A8  
Researchers say they've found largest known organism: A10  
Study looks at wealth and poverty in a Laothe village: A10  
"Selfish" behavior of African white-fronted bee-eater: A10  
83 new scholarly books: A14

### Computing

#### PREDICTING AN ERUPTION'S HAVOC

Computer simulations that show villagers how hot lava will flow down the sides of a volcano could give them a better chance of survival when it erupts: A20

#### HUMANITIES SCHOLARS AS COMPUTER PIONEERS

The future National Research and Education Network is often viewed as a service for scientists, but other disciplines are expected to be well represented: A22

#### A political game on the Internet: A20

Institutions urged to give schools access to networks: A20  
Library of Congress sets up a multimedia center: A23  
College creates on-line data base of records on women: A23  
Librarians group offers access to scholarly data bases: A23  
Seven new computer programs; two new optical disks: A24

### Personal & Professional Concerns

#### LEADERSHIP ROLE PRESCRIBED FOR COLLEGES

To regain public confidence, higher education needs to take part in the national agenda, says Derek Bok, president emeritus of Harvard University: A17

#### AGGRESSIVE CHAMPION OF PROFESSORS' RIGHTS

The Texas Faculty Association tackles issues from salaries to academic freedom in a state where faculty bargaining is forbidden by law: A17

#### A VOICE SHAPED BY DEFIANCE

Ariel Dorfman wants to disturb people. The playwright, novelist, and Duke University professor writes about exile, oppression, and revenge: A5

#### THE POLITICAL GOALS OF HIGHER EDUCATION

An political curriculum is a dangerous mirage. Liberal education requires a politically conscious and culturally biased curriculum. Opinion: B1

#### Vandal damage professor's office: A4

Clark College will close its doors in May: A4  
U. of Texas professor removes AIDS-awareness poster: A4  
Yale helps New Haven preserve vital city records: A4  
Virginia professor teaches the art of egg dyeing: A4  
American Indian artifact stolen from university museum: A5  
University asks church to vacate campus property: A5  
"Sexual-harassment consent form" rolls U. of Arizona: A17  
Career advice for economists lays out a road to success: A17  
Professor says president sought to quash complaint: A19

#### Federal & State Governments

#### NO 'PEACE DIVIDEND' FOR 1993

The House of Representatives voted not to free up money from military programs to pay for increases in student aid or other college programs: A25



Some art historians and critics are subjecting such paintings as Édouard Manet's "Café Concert" to rigorous new interpretations: A8

#### SENATE VOTES TO LIFT FETAL-TISSUE-RESEARCH BAN

The legislation would also prohibit the Secretary of Health and Human Services from citing ethical concerns to withhold federal grants for research: A25

#### 8 NAMED TO NATIONAL COUNCIL ON HUMANITIES

The President nominated eight people—including several controversial scholars—to the new advisory board: A25

#### DEBATE OVER ANIMAL-RESEARCH LAWS

States continue to make it a crime to vandalize or steal from a facility used in such research. But the verdict is out on whether the measures actually do any good: A26

#### NEW DIRECTOR OF NIH MAKES HER MARK

In her first year Bernadine P. Healy moves swiftly on planning and women's health, but finds she can't avoid controversy: A28

#### DEBATE OVER U.S. SCIENCE POLICY

Representatives of the Bush, Clinton, and Brown campaigns disagree over technology policy, earmarks, and misconduct investigations: A31

#### THE USE OF RACIAL CLASSIFICATIONS

A recent appeals-court ruling may have set definitive guidelines on colleges' use of racial criteria in their admissions and hiring. Point of View: A32

#### IMPROVING THE HEALTH OF AMERICAN POLITICS

Scholars should bridge the "town-gown" divide and share their expertise on important national issues. Opinion: B3

#### NAFEO chief wins unanimous vote of confidence: A25

New York Governor plugs 'a great national university': A25  
Science council to study health of universities: A29  
EPA hopes to award 300 more research grants: A29  
Education Dept. may be liable for some bad loans: A29

#### Arts

#### MEN FAR OUTNUMBER WOMEN IN DIVISION I SPORTS

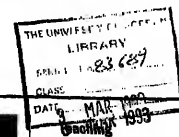
■ A Chronicle survey adds details to an NCAA study of teams in its top competitive division: A1  
■ Universities that did not participate in the survey said they wanted to protect sensitive information: A37

#### U. OF NEVADA AT LAS VEGAS HIRES A NEW COACH

Roland V. Maasimino, the men's basketball coach at Villanova University, was named to replace Jerry Tarkanian. He will earn almost \$400,000 a year: A37

#### Presidents turn to athletics to trim budgets: A37

Loyola Marymount settles suit over player's death: A40



#### NOTE-TAKING SERVICES ARE CRITICIZED

Though some professors say the services are helpful in an era of large, impersonal classes, others say they encourage students to skip classes: A35

#### Institute will study classes of Eastern culture: A38

2 groups sponsor project to update English curriculum: A38  
Early exposure to 'contested issues' is advocated: A38

### Finance

#### BELT TIGHTENING AT BLACK-COLLEGE FUND

The United Negro College Fund is trimming operating costs to free up more money for student support: A1

#### LIBRARIANS VOW TO FIGHT JOURNAL PRICES

A group proposes measures to combat escalating costs of materials for research collections: A33

#### U. of Toledo to endow professorship in Catholic thought: A33

Duke's president rescues five academic scholarships: A33  
Koran Trust creates two \$20-million funds: A33  
Fast File: 50 foundations ranked by 1990 grants: A34  
Foundation grants; gifts and bequests: A34

### Students

#### NEW POPULARITY FOR PROFESSIONAL NOTE TAKERS

Some colleges are looking more closely at students' practice of paying someone else to go to their classes and take notes: A35

#### Possible anti-Israel bias studied at U. of Houston: A6

Students get some help against the common cold: A35  
Unemployed Massachusetts residents get free classes: A35  
Chemistry major enlivens elementary-school science: A38

### International

#### U.S. PLAN FOR SCIENCE IN FORMER SOVIET UNION

President Bush announced programs of aid that could strengthen the scientific enterprise in Russia: A41

#### CRISIS IN YUGOSLAVIA

The University of Sarajevo is writhing under the strains brought by the country's sectarian rivalries and rising nationalism: A41

#### BLACKS PROTEST ON SOUTH AFRICAN CAMPUSES

Protests by black students angry over expulsions and charges of racism erupted at several universities: A42

#### CHINA SEEKS RETURN OF BEST AND BRIGHTEST

Its science academy plans to use financial and other incentives to lure émigré scholars and students: A44

#### AUSTRALIAN STUDENTS PROTEST AID POLICIES

A march to demonstrate against the government's plan turned into a violent confrontation with the police: A44

#### INDONESIAN STUDENTS TO BE TRIED FOR SUBVERSION

The action is seen as part of a broad government effort to quell campus protest: A44

#### Arts

#### PARKS AND MONUMENTS

Exhibitions explore the creation of the Blue Ridge Parkway and the pride of America's playing fields: B4

#### Deaths

Appointments and resignations in academia: A46

Deaths: A46

Calendar of coming events and deadlines: A46

## MARGINALIA

Head in the Madison (N.J.) Eagle:  
HALF OF YOUTH  
ENROLLED IN COLLEGE  
Left brain or right brain?

The Career Services Bulletin of the National Association of Student Personnel Administrators lists an opening for an assistant director of career life, the qualifications for which are "masters degree plus 305 years full-time experience."

Note in the PSSC Bulletin Board, a newsletter at Pennsylvania College of Podiatric Chiropractic:

"On Tuesday, March 10, someone took my Coflex 850 and bagel out of the refrigerator that cost \$2.00. If someone wants to share, I would be glad to, but please don't take it without asking."

"We'll give it back if you'll tell us where you got that refrigerator."

News item in The Conglomerate, the student paper of Centenary College of Louisiana:

"The Student Government Association will attempt to pass its new Constitution this April."

"The new constitution provides for two vice-presidents instead of one. One is to handle internal business of the association and one is to handle the external business."

"The new document also proposes changes in eligibility requirements for the positions of Secretary and Treasurer."

If you have neat handwriting, don't apply.

From College & University, a publication of the American Association of Collegiate Registrars and Admissions Officers:

"In a publication directed to prospective students, Stanford University explained the important role that 'community' plays in the overall educational process. . . . A college offers its students innumerable paths to enrichment, both in the classroom and outside it. The individuals with whom you will spend the next four years should be an important factor to you in a campus setting. The impact of such inspiring role models and friends cannot be underestimated."

We'd be glad to try.

Announcement of a symposium at Wright State University:  
"Spanker! Professor Steen Pedersen."

"Steen earned his Ph.D. from Ann Arbor in the early 1950s. He has been afflicted with universities in Ann Arbor, Iowa City, and Indianapolis before coming to Wright State."

"We're sure he was cured of what ailed him."

## In Brief

### Clarke College will close its doors in May

NEWTON, MASS.—Two years after losing its regional accreditation, Clarke College has decided to close its doors in May.

The two-year Baptist college lost its accreditation by the Southern Association of Colleges and Schools in 1990, following a two-year probation. The accrediting agency cited financial problems and the lack of long-range planning as reasons for the decision.

Since then, the Mississippi college has suffered declines in enrollment and financial support, said James C. Reed, dean of the college. He said Clarke had been unable to compete with less-expensive public colleges.

Clarke, which unsuccessfully appealed the accreditation decision, sued the agency in federal court in September and sought an injunction. Shelton Hand, the college's lawyer, said last week that the case had not yet settled on the case. The accreditors could not be reached for comment.

### Invitation to President of Germany is criticized

HOUSTON—George Rupp, president of Rice University, and Charles Duncan, chairman of the Institution's board of trustees, have stirred up controversy by inviting Richard von Weizsäcker, the President of Germany, to speak at this spring's commencement.

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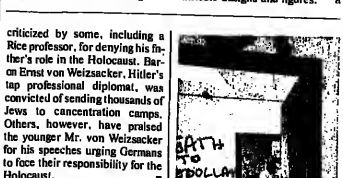
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### Virginia professor teaches art of egg dyeing

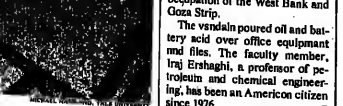
CHARLOTTESVILLE, VA.—A professor of Slavic languages and literature at the University of Virginia led a workshop for townspeople interested in learning the art of Ukrainian Easter-egg decorating. A Ukrainian immigrant

who learned the craft from her grandmother, Natalie O. Kosenko (above) taught those at the workshop *pyshanky*, the art of drawing on eggs with beeswax and then dyeing them to produce intricate designs and figures.



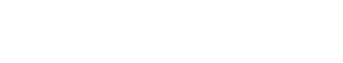
criticized by some, including a Rice professor, for denying his father's role in the Holocaust. Baron Ernst von Weizsäcker, Hitler's top professional diplomat, was convicted of sending thousands of Jews to concentration camps. Others, however, have praised the younger Mr. von Weizsäcker for his speeches urging Germans to face their responsibility for the Holocaust.

include death certificates for such famous Americans as Noah Webster and Eli Whitney—have become brittle with age. But the city couldn't afford to preserve them. So Michael V. Lynne (below), the city's registrar for Vital Statistics, asked Yale for help. Saying that early American records are important to research, Yale officials agreed to donate money to help pay for the project.



LOS ANGELES—Vondals broke into the offices of a faculty member at the University of Southern California who is from Iran. They damaged equipment, destroyed research papers, and painted graffiti on the walls. The graffiti said "No More Hostages," "No Scuds, Never Again," and "Death to Hezbollah." Hezbollah is a Shiite Muslim group based in Lebanon that is fighting Israeli occupation of the West Bank and Gaza Strip.

The vandals poured oil and battery acid over office equipment and files. The faculty member, Iraq Ershadi (below), a professor of petroleum and chemical engineering, has been an American citizen since 1976.



### Professor removes AIDS-awareness poster

AUSTIN, TEX.—A sexually explicit AIDS-awareness poster displayed in the office of an assistant instructor at the University of Texas has sparked a heated debate over free speech.

The instructor, Pedro Bustos-Aguilar, says he removed the poster after he was urged to do so by the chairman of the Spanish and Portuguese Department, Lee Fontanella. Several other faculty members responded by displaying the poster in their offices. The poster, called "Get Carried Away With Condoms," depicts two naked men embracing. One of them is wearing a condom.

"This is not some kind of erotic art I put up for shock value," said Mr. Bustos-Aguilar. "It's an informative poster that provides an opportunity for discussion on homosexuality, homophobia, and AIDS."

Mr. Fontanella says he did not tell Mr. Bustos-Aguilar to remove the poster, but simply suggested that he put it in a less prominent place in his office. Mr. Fontanella says he has received numerous complaints about the poster since September from students and parents.

### Harvard psychiatrist faulted in suicide

BOSTON—A state medical board has found that a psychiatrist affiliated with Harvard University Medical School "did not conform to accepted standards of medical practice" in treating a Harvard medical student who committed suicide last year.

But the state board did not find that the psychiatrist, Margaret Bean-Bayog, had had sex with her patient, as the patient's family charged, and it did not revoke her medical license.

Dr. Bean-Bayog, a clinical assistant professor at Harvard, has been on leave since May pending the board's decision, which is subject to further hearing.

The family of Paul Lozano, the fourth-year medical student who killed himself, has sued Dr. Bean-Bayog, charging her with malpractice and wrongful death.

Dr. Bean-Bayog has called the family's charges "outrageous and false."

### Correction

In a Research Note on the role of wives in Victorian households (The Chronicle, March 29), the author of the *PMLA* article on which the note was based was incorrectly identified. She is Elizabeth Langland, a professor of English at the University of Florida.



### University museum loses valuable pipe to thief

EAST LANSING, MICH.—A thief pried open a display case at the Michigan State University museum and made off with a 19th-century American Indian artifact.

The artifact, part of a tobacco pipe carved out of stone—a drawing of which appears above—was

donated to the museum by an alumnus. The alumnus's father unearthed the pipe 84 years ago on land that is now part of the campus. A museum spokesman, who declined to disclose the value of the item, said campus police had identified a suspect.

### University asks church to leave campus property

PHILADELPHIA—The University of Pennsylvania has asked a non-denominational church to vacate property it has been leasing, in part because of allegations that the church has been using cult-like tactics.

The Church of Our Savior, led by the Rev. Frederick A. Drummond, has been leasing a five-acre site near the campus.

The university asked the church to move because it wants to use the property, but also because of the allegations, said Christopher Mason, president of University City Associates, a for-profit subsidiary of the university that manages its real-estate holdings. According to a report in *The*

### Alleged anti-Irish bias studied at U. of Houston

HOUSTON—The Education Department's Office for Civil Rights is investigating a student's complaint that the University of Houston-Downtown discriminated against Irish Americans.

The complaint was lodged by a student who said a textbook used in an American-history class contained derogatory stereotypes of Irish Americans. The student also claimed that a professor maligned Irish Americans in class.

### Cooking for scholarships at Johnson & Wales

PROVIDENCE, R.I.—Twenty high-school seniors from across the country cooked up their favorite dishes as part of a competition for scholarships at Johnson & Wales University.

The culinary institute awarded \$337,000 in scholarships to the participants, including full-tuition grants worth more than \$35,000.

each to the winners in each of the two cooking categories—dinner and pastry arts. Below, Anthony Tarro of the American Cancer Society—which set nutritional standards for the contests—observes John Franke as he prepares his lemon herb flounder *en papillote*.

Mr. Franke won a \$10,000 scholarship.



## PORTRAIT

### Giving Voice to the Tragedy of Oppression



Ariel Dorfman: "I'm not against making people laugh or cry, but my main objective is to make people think about things that they may not want to think about."

By DEBRA E. BLUM

Ariel Dorfman—writer, former refugee, Duke University professor—wants to disturb people.

His latest effort is a play he wrote, *Death and the Maiden*, about a woman who meets the man she believes tortured her years earlier under a repressive political regime.

The play opened a Broadway last month starring Glenn Close, Richard Dreyfuss, and Ona Dreyfus. It is a smash hit in London where it is first produced, and it is expected to open in more than 25 countries by year's end.

While newspaper critics have given the New York production mixed reviews, it is generally agreed that the production stirs up disturbing questions about repression, torture, revenge, and justice.

"I'm out to disturb and perturb, not to entertain," Mr. Dorfman says. "I'm not against making people laugh or cry, but my main objective is to make people think about things that they may not want to think about."

Much of Mr. Dorfman's work is unsettling. One of his novels, *Widow*, written in 1981, is about the tragedy of "the disappeared."

People jailed, tortured, and most likely killed by a dictator's secret policies—and their loved ones who live without any certainty that their relatives are alive or dead.

Mr. Dorfman attributes his dark mood to an inner voice—the voice of a man who has seen much evil. Born in Argentina in 1942, the grandson of Jews who had fled Russian pogroms, Mr. Dorfman says his life has been shaped by exile and defiance.

### Forced Into Exile

In 1944, when Mr. Dorfman's father was forced from his job as a professor at an Argentine university because he was Jewish, the family moved to the United States, where they lived for 10 years before settling in Chile.

When Chile's socialist President, Salvador Allende Ossa, was

overthrown and killed in a 1973 coup led by General Augusto Pinochet, Mr. Dorfman, a professor of journalism and literature at the University of Chile, was forced into exile along with many of Mr. Allende's supporters. Ten years later he was allowed to return to Chile, but his continued denunciations of the Pinochet regime led to his deportation again in 1987. Since 1990, when Chileans voted in favor of a democratic government, Mr. Dorfman has traveled freely in and out of Chile.

"Major Contradictions"

Over the last seven years, however, Mr. Dorfman has spent much of his time at Duke University where he is a professor of literature and Latin American studies. There he has continued to write literary criticism, works of fiction, essays that appear regularly in magazines and newspapers, and plays. He has also begun to write a screenplay for *Death and the Maiden*, which he says the producer and director Roman Polanski has agreed to produce. Next, he says, he plans to write a screenplay for "Reader," one of his short stories.

Mr. Dorfman says it is ironic that someone like him—who constantly talks in intellectual jargon and makes clear a disdain for those who may be less contemplative—is going Hollywood.

"I'm learning how to live between the academic world, the literary world, and the show-business world," Mr. Dorfman says. "There may be major contradictions between the world of the artisan and the industrially produced world of mass media, but I'm looking for a way these two can nurture each other."

His dramatic projects, he says, have actually thrust him back into the role of the traditional Latin American intellectual who, he says, tends to take more responsibility for what goes on in society than the typical American or European scholar does. During his 10 years at the University of Chile, Mr. Dorf-

man says he produced television programs on literature and on literature workshops for poor workers.

"The tradition here has become that intellectuals are more insular," he says. "There's no divide between my essays—what may be considered my scholarly work—and my fiction. That's rare in academia, maybe too rare."

### "Bizarre Character"

Mr. Dorfman says he often feels he is a "bizarre character" among his peers at the university. Not only does he live, as he says, between two cultures, but he is a part-time, tenured professor teaching across disciplines. His courses, which he teaches for only one semester a year, are a cross between literature and international studies. Sometimes he teaches them in Spanish, other times in English. (He writes in both languages, as well.)

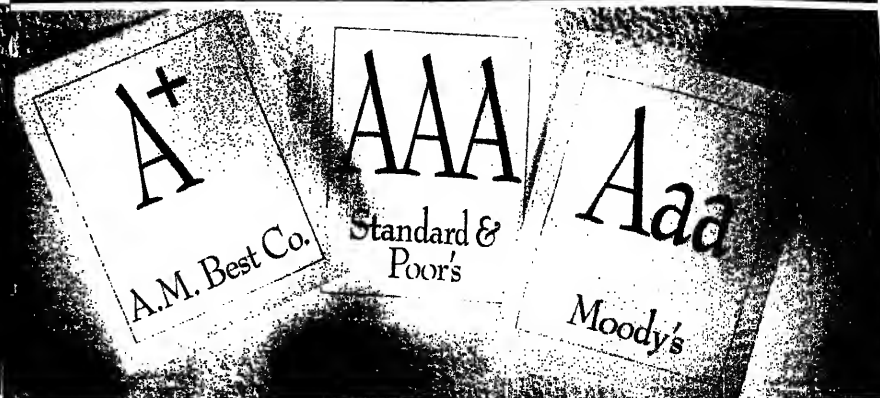
One of his favorite courses to teach, he says, is called "Voices of Liberation, Voices of Domination." In it he and his students compare contemporary books, advertisements, and radio programs from the United States to those in developing countries. The analysis, he says, helps students understand their place in the world and the factors that shape their perspective.

In his teaching, like his writings, Mr. Dorfman says he seeks to be revealing and provocative. He expects his students to attack and analyze works of literature from a personal perspective and, he says, "to bring it into their lives."

Despite the constant disruptions that come with the production of his play and other projects, Mr. Dorfman says he is focused on his teaching. He finds that his life at Duke provides the proper counterbalance to his outside activities.

"It's interesting to be in a world that is forming the public consciousness," Mr. Dorfman says of the entertainment industry. "But I find it equally important to be in the university world, where that consciousness is mediated on and moderated."

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Foot-  
notes

## Radioactive journals?

Two Canadian physicists have gone to the trouble of measuring the radiation from unbound scientific journals, magazines, and newspapers.

The physicists, at McMaster University and the University of Toronto, found gamma rays from scientific journals that are published on high-quality, glossy paper. Gamma rays are close to X-rays on the electromagnetic spectrum.

The source of the rays, the physicists say, is the clay that is added to paper pulp to produce a glossy surface. The clay contains radioactive forms of some elements, such as radium.

The radiation, however, is not at levels that are likely to harm anyone. A person standing in front of a seven-shelf bookcase of the journal *Nuclear Physics*, for example, gets a dose of radiation that is equal to that received by someone standing in a brick or masonry building.

The physicists published their data in a letter in the March 26 issue of the journal *Nature*.

Georgia Tech researchers have set up an 8-by-20-by-15-foot array of stereo speakers next to a four-room house to study the effects of sonic booms.

The booms, which occur when airplanes exceed the speed of sound, send out powerful sound waves that rattle houses, windows, dishes, and other objects.

In the research, being planned at the Georgia Institute of Technology, scientists will broadcast various sonic-boom noises from the speakers while research subjects in the house try to read, talk to each other, and engage in other activities. The noise used in the research will not exceed federal safety standards.

Afterward, the scientists will quiz the subjects about which kinds of noise they found the most unsettling.

The study's purpose is to help engineers to reduce the disturbance that supersonic planes or other, more futuristic forms of transportation might cause.

The Maharashtra Mahesh Yogi has jolted those who have criticized National Research Council reports on "enhancing human performance."

On two occasions, the council, which is the operating arm of the National Academy of Sciences, has evaluated "performance enhancement" techniques such as meditation and issued skeptical assessments of those methods.

About the council's latest report, the Maharashtra International University News Service quotes the Maharishi:

"It is well known that Washington, D.C., is the crime capital of the world. Under that negative influence, no decision-making body would be able to make a positive decision helpful to the American people."

## Scholarship



Linda Nochlin of Yale: "Do you love art down on your knees uncritically, or do you love it as you love a dear friend or relative?"

## 'Revisionist' Art History Portrays Impressionists With New Brush Strokes

Recent scholarship on French works of art reflects the transformation of the field

By SCOTT HELLER

When a new generation of art historians looks at French Impressionist works, they see more than a way with paint or a gift for capturing the fading sunlight. Influenced by Marxism, feminism, and psychoanalysis, such scholars delve into questions of politics, gender, and economics as they seek to scrutinize—rather than celebrate—works of art.

In recent scholarship, Edgar Degas is described as an anti-Semite and an artist who fetishized women's bodies. Edouard Manet is working out oedipal conflicts with his father. And his barnyards are selling more than beer.

Those new views of Impressionism are on example of how art history has been transformed by the importation of new methodologies. "They all take the focus off the pantheon of great artists producing masterpieces," said Patricia Mainardi, a professor of art history at the Graduate Center of the City University of New York.

## Fellowship Applications Rejected

Bitter debate has not broken out in the field, as it has within literary circles, save for consistent criticism of the changing approaches from the journal *The New Criticism*. But the Samuel H. Kress Foundation, which supports graduate research in art

history, has begun rejecting fellowship applications if the topic is "too anthropological or sociological." And several scholars at this year's meeting of the College Art Association complained that the program was dominated by theory-based sessions at the expense of more traditional approaches.

Change has come slowly to the profession. Ties to the world of museums make revisionism continually controversial. "Art history is by definition a conservative discipline," said Linda Nochlin, professor of art history at Yale University. "It's a much more material and economically driven field. People want to preserve art as something valuable and unchangeable."

Until the 1960's, art historians were trained, in large part, to identify a piece of art and place it within an artist's body of work. Connoisseurship, as the skill is known, had a direct link to the market value of an art work.

Scholars analyzed a painting's formal properties, or traced the use of an image, but left aside the social context in which it was produced. In that way, art history mirrored the New Criticism in literature, which reigned at the time.

"People would sit in offices and establish a chain of works of art, relating a painting of 1910 to a painting of 1870 to a painting

of 1830, but not to the cultural politics of 1910 or 1870," said Robert L. Herbert, professor of art at Mount Holyoke College. His 1988 book, *Impressionism: Art, Leisure, and Parisian Society*, is a widely praised attempt to apply decades of research in social history to the study of painters such as Manet, Degas, and Renoir.

More than many fields, art history is tied to the work of a pantheon of critics and biographers, who include Giorgio Vasari, Erwin Panofsky, Aby Warburg, and Clement Greenberg. Each was put under the microscope in a session at the 1992 art association conference. "Who's 'Vasari Now?'" was the title of one paper.

The "new art history" is self-conscious about the field's founders, its canon, and the values it represents. "The whole content of what art survives and what we write about is being rethought," said Michael Ann Holly, professor of art history at the University of Rochester.

Ms. Holly studies the historiography of the discipline itself, as does Donald Preziosi, professor of art history at the University of California at Los Angeles. Mr. Preziosi is reviewing turn-of-the-century university syllabi, to link the creation of the field, which emphasizes personal style and historicist periods, with broader notions about morality and national identity.



"The crafting of a history of art," said Mr. Preziosi, "with its unfolding of epochs and works, had from the beginning a moral and ethical tone to it."

## First Wave Influenced by Marxism

The first wave of revisionist scholarship, emerging in the late 1960's and early 70's, was influenced by Marxism. Rather than study the formal properties of a work of art, such as how the paint was handled, historians emphasized the social history of the period, and how it was captured in a work of art.

Much of the new scholarship centered on the 19th century, when, for the first time, artists began dealing with working-class subjects and everyday life, rather than with allegorical or religious themes. "These works were so politically realistic that they demystified an explanation," said James D. Herbert, assistant professor of art history at the University of Southern California.

Many scholars who specialize in 19th-century art credit T. J. Clark, now a professor at the University of California at Berkeley, with answering that demand in his 1983 book, *The Painting of Modern Life: Paris in the Art of Manet and His Followers*.

Feminist scholars raised questions of

Continued on Page A12

## College Art Association Looks at Ways to Encourage 'Pluralism' in Its Annual-Meeting Program

In response to complaints that recent conferences have shortchanged traditional art-history scholarship, the College Art Association will review the way its annual meeting is organized.

The association has asked a consultant to survey other scholarly societies to see how they run their annual meetings. "I'm trying to encourage pluralism," said Patricia Mainardi, professor of art history at the Graduate Center of the City University of New York.

Ms. Mainardi heads the committee that oversees the annual meeting, held this year in Chicago. Some 4,500 artists and art historians attended.

Ms. Mainardi said she supported the new scholarship, which focuses on politics and gender rather than formal properties of a work of art. But she described senior scholars as "virtually 100 per cent disaf-

feeted," especially when they apply to overseas sessions and are turned down.

"It's not critical of the fact that the new developments seem to be pushing out all the old," said Ms. Mainardi. "The problem with art history is that we're monotheistic—it's a winner take all. When it's formalist, that's everything. When it's theory, that's all."

## Talk of a Splitter Group

With some sessions led by artists and others by historians, the association's meeting often includes a wide range of topics and approaches.

In response to complaints about this year's meeting, the association's board of directors added sessions that focused on historical periods. To mark the Columbus anniversary, the meeting included many papers on multiculturalism and discussion

of work by American Indian and Hispanic artists.

About 20 years ago, the Society of Architectural Historians, which had met along with the College Art Association, decided to begin meeting separately.

Whispers abounded at the art association's latest meeting that some art historians would propose a splitter group, though that did not happen.

"We're not talking about art anymore. We're not talking about quality anymore," complained Samuel Y. Edgerton, Jr., professor of art history at Williams College and a member of the association's board of directors. "We've become an advocacy group for marginals who want to be part of the power structure."

Mr. Edgerton, hailed it up to generational politics.

"The younger generation that came out

of the Vietnam War is more embittered," he said. By the meeting's end, he said he was satisfied that quality scholarship was still being produced.

Sandra Hindman, professor of art history at Northwestern University, said she was "puzzled" by the complaints about the art-history portion of the program, which she coordinated. As a field, art history still "venerates the object" and is resistant to theory, she said.

Ms. Mainardi noted that until recently, non-traditional scholarship, including feminist work, had been relegated to the margins of the conference. But she said that, in the current climate, the association needed to satisfy as many constituencies as possible. "Art is embattled enough in this country," she said. "To start having splitter organizations would be a disaster."

—SCOTT HELLER

## RESEARCH NOTES

- Researchers say they have found largest known organism
- Anthropologist examines wealth, poverty in a Lesotho village
- 'Selfish' behavior of African white-fronted bee-eater examined

A team of Canadian and American scientists has discovered what may be the largest known organism—a fungus that extends over 30 acres in a northern Michigan hardwood forest.

In the April 2 issue of *Nature*, the scientists estimate that the single individual of *Armillaria bulbosa*, a fungus commonly found in European and North American forests that feeds on the roots of hardwood trees, has a mass of at least 11 tons.

The scientists determined that the wide-ringing fungus was not a colony, but a single individual, by using genetic tests that showed that more than a dozen genes from samples of fungus widely dispersed throughout the forest were virtually identical.

"The odds of that many genes being identical is minuscule," unless those genes are from a single individual, says John N. Bruhn, a research scientist in forest-plant pathology at Michigan Technological University.

Mr. Bruhn conducted the study with Myron L. Smith and James B. Anderson, botanists at the University of Toronto. The scientists found the gigantic fungus in 1988, while conducting a study for the U.S. Navy on the possible environmental effects of extremely low-frequency electromagnetic fields. Sampling what they initially assumed were different individuals from the same species of fungi throughout the forest, they later found, to their surprise, that all of the samples had come from the same individual.

"We restricted ourselves to a couple of hectares at first and, sampling wider and wider, we finally encountered the edge," Mr. Bruhn says. "We were surprised."

Mr. Bruhn emphasizes that the large fungus is not a product of low-frequency electromagnetic fields. The area in which it was found was being examined as a control in the study, he says, because it was not affected by such fields. He says that, from measurements of the rate at which the fungus grows and branches out, the scientists estimate that it has been growing, genetically unchanged, for about 1,500 years.

—KIM A. MC DONALD

Laws and social customs governing the exchange of different kinds of wealth in a rural Lesotho village demonstrate that degrees of wealth and poverty cannot always be objectively measured or ranked, argues an anthropologist at the University of California at Irvine.

Implicit in some kinds of applied anthropology, such as development studies, is the assumption that people can be ranked along a linear scale from rich to poor, says James Ferguson in the current (March) issue of *American Anthropologist*. He disputes that assumption, arguing that, in many settings, exchange of commodities is "culturally constituted," thereby rendering different kinds of wealth incomparable.

Mr. Ferguson bases his argument on field work he did in Lesotho in 1982-83. Families in the Lesotho village of Masha are rich and poor not only in different degrees, he says, but also in different ways. Some who are rich in land are poor in clothing and have few consumer goods; others with fine houses have little land or livestock. It is impossible, Mr. Ferguson says, to consolidate such categories of wealth into some generalized measure of power or influence, as can be done to a degree in American society, because local laws and customs dictate that certain kinds of commodities cannot readily be exchanged for others.

Livestock in Lesotho, for example, confers not only economic ad-

vanage but also high prestige. It is also the preferred form of "bridewealth," the payment a man makes to his new wife's family. For those reasons, Mr. Ferguson says, relatively strict customs govern its exchange: Trading cash for livestock is socially unacceptable, but exchanging livestock for cash is not, except, for example, when a family is in dire need of money for food or other essential needs.

By the same token, he notes, housing in Masha is not normally bought and sold, but is obtained by building or inheriting a dwelling. Without a housing market, he says, families cannot sell houses to meet more urgent needs.

Thus, Mr. Ferguson argues, wealth in Lesotho cannot be plotted on a linear chart, but must be

located on a more complex map indicating the various paths of exchange. —ELLEN K. COUGHLIN

Two Cornell University biologists say the seemingly selfish behavior of an African bird that disrupts the breeding activities of its progeny and forces its older sons to care for its own young may actually make evolutionary sense.

In the March 26 issue of *Nature*, Stephen T. Emlen, professor of neurobiology and behavior, and Peter H. Wrege, a research associate, say that in their study of white-fronted bee-eaters in Kenya's Lake Nakuru National Park, they often observed unusual forms of conflict between fathers and sons. At critical times of courtship,

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## Scholarship

mating, and nesting, for example, fathers would harass their sons and their prospective mates. Such harassment included aggressively chasing their sons, scolding, food intended for their sons' mates, and blocking the entrances to their sons' nests.

Rather than put up a fight, the scientists say, the sons frequently abandoned their attempts to breed and would remain with their fathers to help defend and deliver food to young at his nest.

"At first glance this would seem to be a problem for the theory of natural selection," Mr. Emlen says.

"Organisms are supposed to be primarily interested in perpetuating their own genes."

But the two biologists calculate

that the behavior also provides a nearly equivalent evolutionary benefit by increasing the survival of the sun's younger brothers and sisters, who carry many of the same genes.

By tagging several generations of the birds, the researchers found that breeding bee-eaters often have difficulty obtaining enough food for their young, many of whom starve before leaving the nest. They also discovered that a father, by recruiting a helper, could nearly double the chances of survival for his young.

The researchers calculate that the sons are able to promote the propagation of genes like their own equally well by helping their parents raise young as by bearing their own progeny. —K.A.M.



A male white-fronted bee-eater harasses his offspring. Scientists say such behavior may make evolutionary sense.

## FELLOWSHIPS AND AWARDS

## National Academy of Sciences

WASHINGTON  
At its annual meeting this month, the academy will honor 13 individuals for outstanding contributions to science.

Philip H. Abelson, former editor, *Science*; for distinguished contributions in the application of science to the public welfare.

Stellan Bengtsson, Uppsala U., Sweden, for outstanding research in pre-Cambrian and Cambrian life and history.

Thomas W. Cline, U. of California at Berkeley, and Bruce Baker, Stanford U., for a recent notable discovery in molecular biology by studying the

Donald J. Cram, U. of California at Los Angeles, for innovative research in the chemical sciences that, in the broadest sense, contributes to a better understanding of the natural sciences and to the benefit of humanity.

Martha Flamm, Carnegie Mellon U., for outstanding empirical research in psychology, specifically that concerning the relationships of consciousness to the physical world.

Alfred P. Gatz, Stanford U., and Sangam K. Kim, U. of Wisconsin at Madison, for innovative work in chemical engineering by young scientists.

Robert MacPherson, Massachusetts Institute of Technology, for excellence in research in the mathematical sciences.

Andrew J. Majda, Princeton U., for outstanding work in applied mathematics and numerical analysis by an individual whose research has been carried out in institutions in North America.

Joseph L. Reid, Scripps Institution of Oceanography, U. of California at San Diego, for an untimely contribution to the science of oceanography.

Robert T. Watson, National Aeronautics and Space Administration, for excellence in scientific reviewing in the physical sciences.

George C. Williams, State U. of New York at Stony Brook, for meritorious work in zoology or paleontology published in a three-to-five-year period.

## American Physical Society

WASHINGTON  
At its April meeting, the society will honor 18 scientists for outstanding contributions to their disciplines.

Fernando de Souza Barros, Luis P. Bello, Federal U. of Rio de Janeiro, Brazil; Luis Margarit, Darío A. Alonso, Argentina; and Alberto Ríos, Argentina National Atomic Energy Commission, for outstanding achievements in promoting public understanding of the relationship of physics to society.

Harry B. Gerson, Michigan State U., and Robert E. Pollock, Indiana U., for outstanding experimental research in nuclear physics.

Claude Cohen-Tannoudji, Collège de France, and Alan H. Guth, Massachusetts Institute of Technology, for outstanding contributions to physics.

Raymond Davis, Jr., U. of Pennsylvania, and Frederick Reines, U. of California at Irvine, for outstanding achievements in experimental particle physics.

Kurt Gottfried, Cornell U., for outstanding accomplishments in promoting the use of physics for the benefit of society in such areas as the environment, arms control, and science policy.

James E. Koster, North Carolina State U., for an outstanding doctoral thesis in nuclear physics.

Dawn L. Lee, Harvard U., and Stephen Quake, Oxford U., for outstanding achievements in physics by undergraduate students.

Stanley Mandelstam, U. of California at Berkeley, for outstanding publications in the field of mathematical physics.

David H. Whitman, Lawrence Berkeley Laboratory, U. of California, for an outstanding doctoral thesis in particle physics research.

Rolf Widerøe, European Laboratory for Particle Physics, Geneva, for outstanding achievements in the physics of particle accelerators.

Lincoln Wolfenstein, Carnegie Mellon U., for outstanding contributions to theoretical particle physics.



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## 'Revisionist' Research on French Impressionist Works Reflects Transformation of the Field of Art History

Continued From Page A9  
their own. Ms. Nochlin's 1971 article, "Why Have There Been No Great Women Artists?" became something of a rallying cry for scholars interested in studying women artists, as well as how women were portrayed in paintings and sculptures.

### A Decisive Role

Since then, feminist art history has come to occupy a decisive role in the field. Part of the effort has been to revise the reputations of women artists like Mary Cassatt and Berthe Morisot, who have recently been the subjects of critical reprints and major exhibitions.

Ms. Nochlin and other feminists aim to do more than add names to the canon, however. They want to bring to light the practices of critics, historians, art schools, galleries, and museums, which have consistently excluded women from an equal chance at acclaim.

"At its strongest, a feminist art history is a transgressive and anti-establishment practice, meant to call many of the major precepts of the discipline into question," Ms. Nochlin wrote in the introduction to *Women, Art, and Power* and other essays, a 1988 collection.

In *The Politics of Vision: Essays on Nineteenth-Century Art and Society*, her most recent collection, Ms. Nochlin considers Degas's anti-Semite and the side he took in the Dreyfus affair. She also offers a contrary reading of "A Sunday Afternoon on the Island of La Grande Jatte," Georges Seurat's pointillist masterpiece. In "these machine-turned profiles, these regularized dits," she sees not leisure and freedom, but "the dehumanizing rigidity of modern urban existence."

The influence of poststructural-

**"Feminist art history is a transgressive and anti-establishment practice, meant to call many of the major precepts of the discipline into question."**

ism, semiotics, and literary theory has complicated matters in the 1980's and today.

That is reflected in a recent collection of essays, *Visual Theory: Painting and Interpretation*, edited by Ms. Holly, along with Harvard University's Norman Bryson and Keith Moxey at Columbia University's Barnard College.

Issues of "spectatorship" and "the gaze" are taken up by Mr. Bryson, who draws on semiotics and film theory to consider how a viewer makes sense of a work of art.

Mr. Bryson is one of several scholars trained in literature who have begun to study images.

Are paintings of female nudes meant for male eyes only? How, then, does a woman look at such



Hollis Clayson of Northwestern U. A mixture of dispassionate observation and covert titillation is part of what makes Impressionism popular.

paintings? Is museum-going a form of voyeuristic pleasure? These are some of the new questions raised as feminism, literary theory, and psychoanalysis meet art history.

Other scholars want to break down the divisions between high art and other visual forms, including popular culture and festivals. The art-association meeting included a session called "Not Art," in which scholars analyzed pulp-magazine photographs, medical woodcuts, and Parisian shop signs.

Context is everything in the new art history. But in *Visual Theory*, Mr. Bryson suggests that a painting cannot be read as a simple reflection of a real history. He writes: "Original context must be considered to be a much more global affair, consisting of the complex interaction among all the practices which make up the sphere of culture: the scientific, military, medical, intellectual and religious practices, the legal and political structures, the structures of class, sexuality and economic life, in the given society."

### A Painting's Ambiguities

A woman stands behind a bar, her thoughts elsewhere, her gaze introspective. Reflected in the mirror behind her are a clutch of well-dressed Parisians celebrating an evening on the town.

The ambiguities of the painting have challenged viewers since Ms.

net painted "A Bar at the Folies-Bergère" in 1882. In a book due next year from Camden House, 14 scholars take different approaches to that one work, in a demonstration of the variety of new and old scholarship in art history.

The painting is a "widely admired icon of modernist uncertain-

ty," said Hollis Clayson, an associate professor of art history at Northwestern University.

But it is more than that, she argues in her new book, *Painted Love: Prostitution in French Art of the Impressionist Era*.

The female barmaid is a member of what Ms. Clayson calls "the sus-

picious professions." In the book, she describes the social history of the period, including the changing legal strictures on prostitution. And she compares visual images with literary accounts by such 19th-century French writers as Charles Baudelaire and Émile Zola.

Impressionist painters such as Manet and Degas were part of a self-conscious avant-garde that aimed to depict everyday life, in-

**"Discussion of the aesthetic components of art is supplanted by discussion of the visual arts as an end product of social ideology."**

cluding the experiences of the working classes. And they broke from their predecessors by creating slice-of-life images that could not be "read" as stories or narratives.

Such ambiguity has been hailed by modernist critics, who draw a line from Impressionism to the increasing abstraction of 20th-century art. But Ms. Clayson and other feminist critics have their doubts. In *Painted Love*, she concentrates on the 1850's and 1870's. During that period, single working women were widely considered to be sexually available, if not covert prostitutes. Ms. Clayson contends that images of women in these "suspicious professions"—whether waitresses or salesgirls—contributed to the stereotype, even as the paintings themselves seem to record respectability to the women depicted.

### "Complex Fence Sitting"

In "Café-Concert," Manet portrays a *brasserie* waitress disconnected from the bustle of her surroundings. She sips a beer, oblivious to the top-hatted aristocrats who dominate the scene.

Popular images of waitresses im-

plied that the women were selling themselves as they sold beer and food. Manet's images are more ambiguous, which some critics have taken to be socially progressive. But Ms. Clayson disagrees, calling the painting "an extremely complex form of fence sitting."

"It was a way to do on the one hand what everyone else was doing—to obsess over and sexualize poor working-class women—and yet also to stay detached from those clichés," she said in an interview.

### Affirming Stereotypes

The book also takes issue with earlier criticism of a series of 50 roughly drawn prints of brothel interiors, done by Degas in the 1870's. "Because the prints visualize prostitution in an idiosyncratically fragmented, messy, and daring shorthand, the series looks casual and dispassionate, and as a consequence, seems to present a 'true' (because of being straightforward) account of its subject," writes Ms. Clayson.

But in his "fully tonal, sculptural treatment" of the women's buttocks, Degas affirms the reigning 19th-century stereotype of lower-class women's "primitive sexual appetite and activity," she argues.

This mixture of dispassionate observation and covert titillation is part of what makes Impressionism popular, Ms. Clayson says. She writes: "The noncommittal appearance of the art that resulted from this strategy helps to explain our culture's long-standing love affair with these canny, masculinist achievements of the Impressionist avant-garde."

In this week's issue of *The New York Times Book Review*, Grace Gluck, a former arts reporter and editor for the *Times*, takes a harsh view of Ms. Clayson's perspective on the Impressionists. "Ms. Clayson's heavy political agenda," she writes, "leads her into highly debatable assumptions."

Hilton Kramer, editor of *The New Criterion*, said in an interview that feminist interpretation now unfortunately dominates scholarship on 19th-century art. "Discussion of the aesthetic components of

**"Art history is by definition a conservative discipline. People want to preserve art as something valuable and untouchable."**

art has been totally supplanted by discussion of the visual arts as an end product of social ideology," he said. "In the academy, there virtually is no debate."

### Over-Reaching and Reductive

Some scholars do worry that the new approaches are over-reaching and reductive. Jack Flam, professor of art history at Brooklyn College of the City University of New York, has a piece in the collection in which he argues for attention to the painting's "poetic" qualities. Too often, he said, scholars treat a painting only as a document of its

time and place and ignore the ways in which it differs from popular illustration and other realist forms.

Mount Holyoke's Mr. Herbert sees a new formalism creeping into the current interest in semiotics and deconstruction. "Too often it leads to nearly exclusive attention to style, at the expense of history, to ideas that have more to do with 20th-century criticism than with French paintings of the previous century," he wrote in his 1988 book.

Is the new wave of scholarship anti-art?

Ms. Nochlin of Yale doesn't think so. She asks a different question: "Do you love art down on your knees uncritically, or do you love it as you love a dear friend or relative?"

## 19th Century Is Lively Topic for the New Art Criticism

The 19th century remains a lively topic for art historians who relate politics, gender, and psychoanalytic theory to painting and sculpture. Scholars with work in progress include:

■ Nancy Locke, a graduate student at Harvard University. In a paper at this year's meeting of the College Art Association, she described how Édouard Manet's oedipal tangle with his father informs "The Street Singer," an 1862 painting. As a judge, Ms. Locke says, Manet's father probably ruled on enses

involving the regulation of street entertainers much like the woman in the painting.

■ Eunice Lipton, an independent scholar. She has finished a book about Victorine Meurent, the model for "The Street Singer" and other notable Manet works. Ms. Lipton compares Meurent's thwarted artistic career to her own aspirations to become a writer.

■ Steven Z. Levine, a professor of the history of art at Bryn Mawr College. In a forthcoming book, Mr. Levine takes a psychoanalytic approach in dis-

cussing Claude Monet and the concept of narcissism.

■ Patricia Marquardt, professor of art history at the Graduate Center of the City University of New York. Her book about the end of the French salon system will be out later this year. She is at work on a study of marriage law and adultery in French society and culture.

■ Ahigal Solomon-Godeau, assistant professor of art history at the University of California at Santa Barbara. She is studying sexuality, femininity, and photography in France. —J.H.

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## THE CURRICULUM

- College plans institute to study classics of Eastern culture
- 2 groups sponsor project to update the English curriculum
- Early exposure to 'contested issues' advocated for students

St. John's College in Santa Fe, where curriculum focuses on the "great books" of Western culture, plans to open an institute devoted to the classics of Eastern culture.

Starting this fall, the Institute for the Study of Eastern Classics will offer an intensive one-year graduate program for about 20 students. It will focus on classic texts of India in the first semester and on classic texts of China in the second. Students, who will earn certificates but not degrees, will have to study Sanskrit or classical Chinese. India and China were chosen because of their long and rich written traditions, officials said.

The forming of the new institute doesn't mean St. John's is abandoning its focus on Western culture and rushing toward a multicultural curriculum. Its undergraduate and master's-degree "great books" programs won't change at all. St. John's officials hope the institute—which they say will emphasize serious and sustained study rather than "trendy popularization"—will become a model for multicultural education.

Students will be in a better position to study the East, says James Carey, the institute's director,

once they have studied the West. And they will be studying it intensely rather than as part of a piecemeal approach designed to satisfy political aims, he says.

The program's Indian readings will include *Rigveda*, one of the original texts of Hinduism; *Arthashastra*, the principal treatise of Indian political theory; the *Bhagavadgita*; and others. Chinese readings will include the *Analects of Confucius* and writings by Mo Tzu, Chuang Tzu, and others.

In its first two years, the institute will be financed by a \$207,320 grant from the Lynde and Harry Bradley Foundation. If the college decides to operate it permanently, it would need faculty approval.

—CAROLYN J. MOONEY

Updating the undergraduate English curriculum at 30 teaching institutions is the goal of a project sponsored by the Modern Language Association and the Fund for the Improvement of Postsecondary Education. The project will send English professors at leading research universities to work with faculty members on the other campuses. The colleges will review their curricula,

taking into account new scholarly developments, projected faculty turnover, and the changing backgrounds of their undergraduates.

Among those serving as consultants are Harvard University's Henry Louis Gates, Jr., Wesleyan University's Richard Ohmann, and Duke University's June Tompkins. Most of the consultants are associated with new approaches to the teaching of literature and writing.

Mr. Ohmann's first visit to the State University of New York College at Oswego was helpful, said Edward O'Shea, chair of the English department there. "Our curriculum for the major is about 40 years old," he said. "We have the feeling that we need to catch up."

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## Personal &amp; Professional

He noted, however, that some faculty members questioned whether they should move toward a "textual studies" approach that addresses popular culture and non-literary writings, which is being tried at a handful of universities.

—SCOTT HILLER

A successful undergraduate major should introduce students to methodological debates and "contested issues" early on, says a handbook that offers guidelines on how to conduct effective program reviews.

The handbook draws on recommendations made by committees of the Association of American Colleges. Carol Geary Schneider, the association's executive vice-president, said the handbook was unusual because it urges a focus on educational goals and results instead of the typical data on how many majors a department sponsors and how many go on to graduate school. It asks departments to

explain the goals of their introductory and mid-level courses and to define connections made between general education courses and those in the major.

Copies of "Program Review and Educational Quality in the Major" are available for \$12 and at bulk rates from the AAC, Publications Desk, 1818 R Street, N.W., Washington 20009; (202) 387-3760.

—A.H.

It's hard enough to change the curriculum on a single campus. But the Association for General and Liberal Studies plans to honor a professor or administrator whose efforts at campus change have had a national impact. The deadline for nominations for the Joseph Katz Award, to be presented in October, is June 15. For nomination forms or information contact Beverly Pitts, Assistant Provost, Ball State University, Muncie, Ind. 47306; (317) 253-3716.

—S.H.

## Personal &amp; Professional

## Association Is Aggressive Champion of Rights of Professors in Texas

Continued From Page A17

freedom—in a state where collective bargaining is forbidden by law. Texas is one of only 16 states that do not allow faculty members to engage in collective bargaining.

Despite Texas' historical distaste for unions, the TFA has more than doubled its active membership since 1988, from 592 then to 1,414 this year. The association has 30 chapters throughout the state, of which all but one are at public colleges and universities.

While its membership represents a small fraction of the faculty members of Texas' 95 public institutions, the association has played a prominent role in legal and legislative battles over higher education. At the Legislature, it has helped focus attention on the problems of female and part-time faculty members while battling for, among other things, standardized faculty grievance procedures and more-affordable health insurance.

The association, which is affiliated with the National Education Association, also intervenes on behalf of professors pursuing grievances against their institutions.

Says Samuel Freeman, a TFA member who teaches political science at the University of Texas-Pan American and is head of the Faculty Senate there: "The administration knows that if they jerk faculty around as they are wont to do, the union will be there to defend its members." The association has successfully intervened in grievance cases on behalf of Pan American professors, he adds.

Some Cases Border on Bizarre

Some of the cases taken on by the association border on the bizarre. One pending case involves a faculty member who says he was dismissed for wearing his military uniform and supporting the Gulf war. Another involves a professor who says he was threatened with dismissal for allegedly plagiarizing his own work.

With little formal structure for adjudicating complaints on many Texas campuses, faculty members often take their grievances to the courts, with the TFA's backing.

## College President Accused of Intimidation Over Bias Complaint

A black faculty member at St. Mary's College of Maryland has accused the president of trying to intimidate him into withdrawing a discrimination complaint.

Seginald O. Savage, an assistant professor of philosophy on leave from the college this academic year, filed a complaint with the Maryland Commission on Human Relations and the federal Equal Employment Opportunity Commission. He claimed that a divisional committee that evaluated his performance in the spring of 1990 had used the review process "to harass and humiliate" him, and had been motivated by "racial hostility." (The college has divisions rather than departments.)

The divisional committee recommended that Mr. Savage be given a

"Since Texas is a non-bargaining state, people's only access is through the courts," says Christine Maitland, the NEA's higher-education coordinator. "The TFA is very visible because of that."

Among the recent cases in which the TFA successfully intervened:

An appeals court ruled in October 1991 that the Dallas campus had violated the rights of the 10 faculty members fired after their department was eliminated. The court determined that the faculty members were tenured to the university, not to their individual departments, and therefore should have been given a chance to demonstrate they could teach elsewhere in the university.

■ The Board of Regents of the

**"The administration knows that if they jerk faculty around as they are wont to do, the union will be there to defend its members."**

University of Houston voted in January 1991 to reinstate a tenured professor of psychology at the Clear Lake campus. The professor, Chris Downs, had been dismissed despite a faculty panel's conclusion that the professional-misconduct charges against him were unsubstantiated. The reversal came after faculty protests and a TFA threat to sue the university.

Faculty members at Southwest Texas State University won a 5-percent pay raise over a period of 1½ years after the faculty association conducted an exhaustive review of the university's financial records covering the past five years. The TFA concluded that a significant amount of money could be used for raises. The association finally succeeded in securing the raises after publishing its report, talking with the president, holding a news conference, and conducting a petition drive.

"We see ourselves as an effective organization that has the re-

sources not to be pushed around," says Mr. Zucker. "We don't always win, but administrators know they're in a fight."

TFA leaders don't mince words when they're displeased with an adversary. They declared that the president who fired Chris Downs was himself guilty of "gross professional misconduct." In another case, they sided with a popular president, accusing the regents who had fired a former head of Southwest Texas State University of engaging in a "wretched exercise in petty politics."

Stance Angers Administrators

At times, their combative stance has angered administrators, including the former president at West Texas State, Ed D. Rouch. Mr. Rouch was the target of scathing attacks from faculty critics—including TFA leaders—who objected to what they said was his authoritarian style and close ties to the oil magnate T. Boone Pickens.

Asked to comment on the association, he says: "I believe things should always be handled with honesty, openness, and integrity, and that was not always the case at West Texas State. I think it has more to do with the personalities involved than the organization." Mr. Raach is now an associate deputy chancellor with the Texas A&M University system.

The Texas Faculty Association was formed in 1985 by a group that broke away from the state's chapter of the American Association of University Professors. The split occurred after a battle over whether it was appropriate to accept financial backing from the NEA—a rival of the AAUP, which is the collective-bargaining agent for faculty unions in some other states.

The association's founders decided to start their own organization in partnership with the NEA, and, before long, the TFA was the most visible faculty group in the state.

Aids Mr. Zucker: "Where we've been effective is by causing trouble for the administration." That may mean filing grievances, holding press conferences, or even suing an institution.

"Frankly, it's a huge waste of time," Mr. Zucker says. "We're trying to change people's behavior and empower faculty so they really do have some rights."

ned the allegations. He said he had urged Mr. Savage to file a grievance within the college but had never tried to dissuade him from filing a complaint. A special trustees' committee at the college that looked into Mr. Savage's allegations said in a statement last month that it was a "mischaracterization" to interpret the president's remarks to Mr. Savage as threatening his job.

Mr. Savage asked federal officials to take the lead on the case because, he said, he feared that he would not get a fair hearing from a state agency investigating a public institution.

Meanwhile, the college's faculty senate is preparing to examine both Mr. Savage's case and the institution's evaluation process.

—DENISE K. MAGNER



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Students of international politics at institutions in the United States and Australia are playing in close touch on the Internet this week as they deal with a crisis in the Middle East.

For a political game, students at Georgetown University and the Universities of Melbourne and Texas at Austin are assuming the roles of real Middle Eastern politicians. They are communicating by electronic mail as they arrive to define several crises created by their professors. In one, for example, the Emir of Kuwait is shut down in a helicopter.

"The idea is to get students familiar with the real actors. All the students have to prepare a profile of their actor," says Michael Hudson, a professor of international relations and government at Georgetown, who is helping with the game. "We simulate an environment of complexity and uncertainty in which students try to achieve goals. When we're done, we hope the students will have a different kind of appreciation of the political environment in the Middle East."

One rule for the three-week game is "Thou shalt not kill each other," says Mr. Hudson. "Any act of violence has to be cleared in advance with 'control'—that's the faculty. We don't want to encourage apocalyptic or silly behavior."

Mr. Hudson says the electronic communication adds another dimension to the game—in this case an appropriate one. "There's a degree of anonymity. You don't know exactly what you're dealing with. And there's a certain amount of formality involved," he says. "Three months ago I didn't know what e-mail was. Now I think it's wonderful."

Students will write an evaluation of their experiences at the end of the game. If they think it has been worthwhile, says Mr. Hudson, he and his colleagues may do it again and include student players from the Middle East.

Academic institutions must give schools a helping hand so they can gain access to electronic networks.

Owen Solomon, the director of the School of the Future in New York, offered that opinion last month at National Net, a conference sponsored annually in Washington by 10 academic organizations interested in electronic networks.

"Colleges have been reluctant to let the schools use their Bitnet accounts to get on line, and this may be the only way schools can do it," Ms. Solomon said.

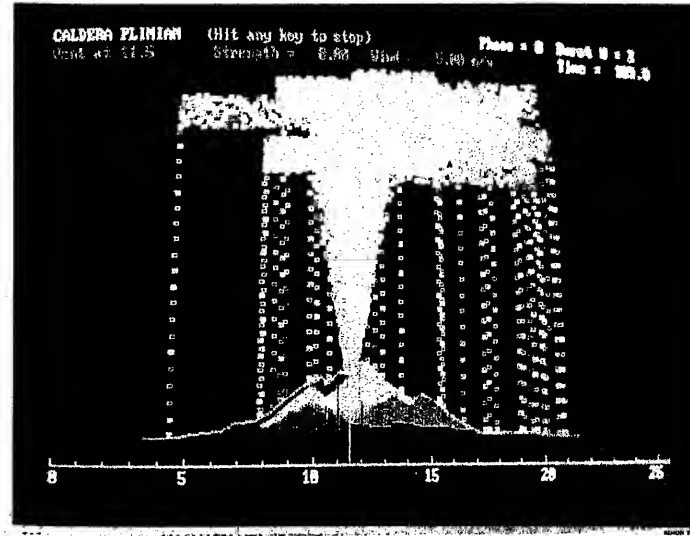
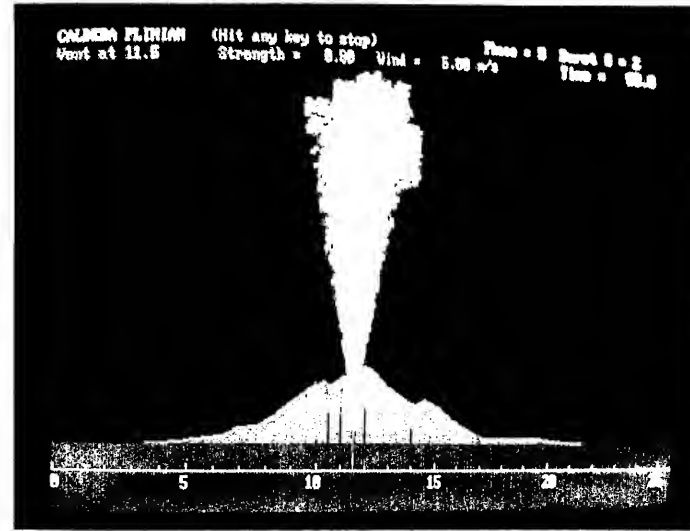
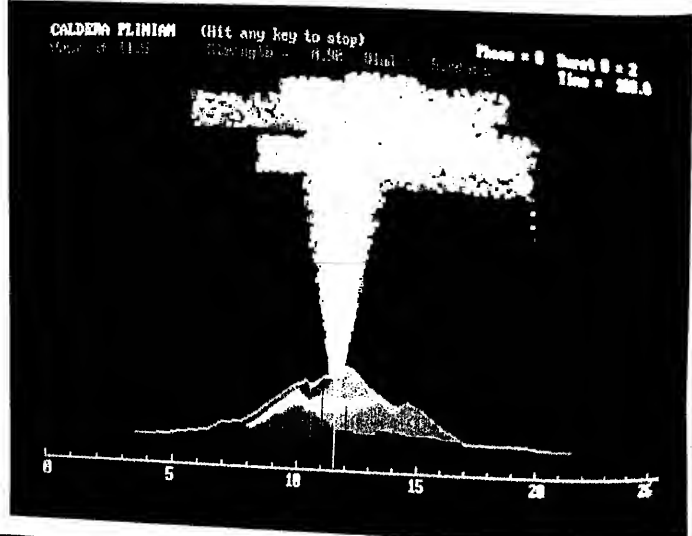
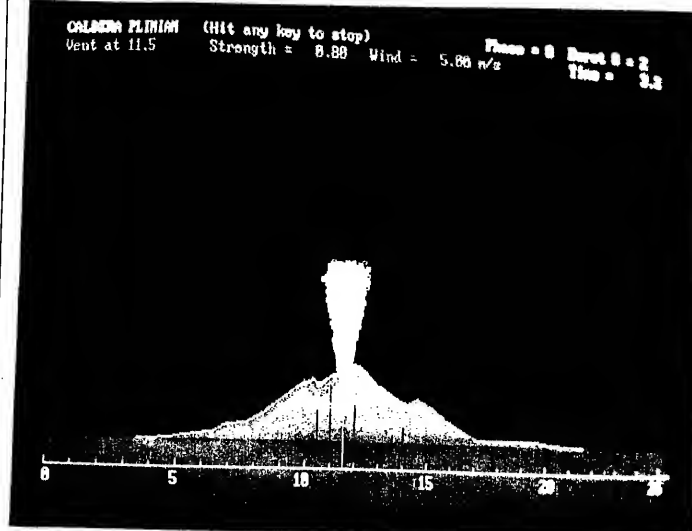
Colleges should also help train classroom teachers in computer technology, she said. "Teachers don't all know how to use telecommunications, and some of them are fearful of computers and technology in general."

"It's tremendously important for the K-12 community to be networked," Ms. Solomon said.

## Information Technology

Screens created by the "Erupt" programs show four stages of one of the most powerful types of volcanic explosion, known as Plinian. The smoky plume is dispersed by the wind, resulting in a fallout of ash for miles around.

### A Volcano in Action Before the Lava Flows



By DAVID L. WILSON

MEXICAN VILLAGERS living on the Guatemala border will soon see a simulated eruption of the nearby Tacaná volcano on videotape. Mexican officials expect Tacaná to erupt soon.

The videotape, made from a computer program, will show the villagers how the hot lava and ash will flow down the sides of the volcano. The gullies and ridges on the volcanic cone will guide the material in ways that are difficult to predict without the computer simulation.

By studying the videotapes, public officials can establish safety zones that the villagers can reach in a matter of minutes in the event of an eruption. In some cases, moving just a few yards in one direction will make the difference between life and death.

#### Standard Desktop Computers Used

The computer simulations are based on programs developed by Michael F. Sheridan, chairman of the geology department at the State University of New York at Buffalo. He says the programs will give people who live near volcanoes a better chance of survival.

"Tens of thousands of lives could have been saved in the last couple of decades if the people at those volcanoes had understood what was happening, and what they had to do to save themselves," he says.

The computer programs used to create the simulations are part of a package called "Flow," one of several software packages that Mr. Sheridan helped develop. Another, called "Erupt," lets students and researchers trace the development of any volcanic cone. Both packages run on standard desktop computers.

Kenneth H. Wohletz, a staff member with the Earth and Environmental Sciences Division of the Los Alamos National Laboratory, helped Mr. Sheridan develop "Erupt." Mr. Wohletz says the packages have been used by undergraduates to study the formation of volcanic cones and by geologists to reconstruct the development of specific volcanoes.

"Erupt," says Mr. Wohletz, lets users collapse thousands of years into just a few minutes and see an animated computer image of various aspects of the volcano. "This includes formation of craters, collapse of volcanoes, dispersal of explosive products, and dispersal of lava," he says.

By changing the parameters in the software—strength of eruption and wind velocity, for example—users can re-create specific eruptions, watch every known eruption over the volcano's lifetime, or examine the volcano as it may have looked thousands of years ago. The package automatically makes changes in the animation based on changes in the parameters.

Unlike "Flow," "Erupt" is not as useful at predicting where the lava, ash, and other products of a volcanic eruption will go.

#### Geologists Provide Data

To use "Flow" successfully, geologists must map the topography around the volcano, measure the distance that the expelled debris from previous eruptions traveled down the sides of the cone, and feed that information into the computer.

The package offers users an animation of how far and how fast material will flow

Continued on Following Page

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**Environmental science.** "ECOWAP," for Apple Macintosh or IBM PC and compatibles. Interactive program displays 14 major land-based ecosystems by continent or worldwide; \$19.95. Contact: Save the Planet Software, 45, Vikim, Cdn. B1241, (303) 441-5035.

**Graphics.** "Mac InterActive," for IBM PC and compatibles. Requires Windows 3.0. Multimedia presentations without programming or scripting language; \$250. Contact: Mac Software, 660 Lincoln Boulevard, Suite 101, San Mateo, CA 94404; (415) 902-3461.

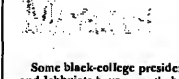
**Programming.** "ObjectLogo, Version 2.0.4," for Apple Macintosh. "Logo" programming tool lets students explore object-oriented programming; includes a package manager and true faceted mathematics; as well as trigonometric and logarithmic functions; for creating mathematical modeling programs; provides an object-oriented interface to control robotic systems; \$195; licenses available. Contact: Fundamentals Software, Box 2993, Cambridge, MA 02142; (617) 575-7075.

**Utilities.** "FlexiGraphs," for Apple Macintosh. Lets students create the graphs and pie or bar charts, as well as budgets, projections, and forecasts; shows relationships between graphs and the numbers and values they represent; \$99; quantity discounts available. Contact: Intellimation, Department 0490, Box 1330, Santa Barbara, CA 93116-1330; (800) 346-8355 or (805) 685-2100.

**Utilities.** "FlexiTrace," for Apple Macintosh. Converts hard-copy graphs into numerical data; analyzes a digitized line, area, bar, or scatter plot; stores numerical data for other use; \$199; quantity discounts available. Contact: Intellimation, Department 0490, Box 1330, Santa Barbara, CA 93116-1330; (800) 346-8355 or (805) 685-2100.

**Optical disks.** "The Interactive Classroom," for videodisk players used with IBM PC and compatibles. A collection of eight court-room simulations in which the student plays the role of the lawyer; includes "Trial Evidence & Direct Examination Skills," "Motion Skills Instructed," "You Be the Judge," "Direct & Cross-Examination," "Opening Statements & Closing Argument," "Evidentiary Foundations," "Client Interviewing Skills," and "Trial Evidence & Cross-Examination"; \$195 for individual simulations; \$2,320 for complete. Contact: Law Group, 224 Willow Road, Menlo Park, CA 94025-2712; (800) 373-1829.

**Mathematics.** "Compass Sensory and Mathematical Management Systems in the Spinal Cord," for videodisk players used with IBM PC and compatibles. Helps students identify the external and internal structures of the spinal cord; lets students learn and evaluate hypotheses about causes of spinal cord lesions; \$910 for members; \$950 for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Bethesda, MD, N2514-1517; (301) 942-8731.



Some black-college presidents and lobbyists have recently been criticizing the leadership of Samuel L. Myers as president of the National Association for Equal Opportunity in Higher Education.

But the NAHEO membership voted unanimously at the group's annual meeting last month to commend Mr. Myers and to urge him to remain as president. A resolution passed at the meeting said that all black colleges "have reaped the benefit of NAHEO's works and, by extension, Dr. Myers' works, and profited from his vision, been strengthened by his serenity of purpose, and quickened by his firm voice."

Despite that praise, the association has again annoyed some black-college leaders, this time with its lobbying on behalf of an amendment to the Higher Education Act.

One part of the act provides assistance to five graduate and professional schools at historically black colleges. This year, leaders in both houses of Congress were expected to expand the program to include six additional colleges.

But NAHEO successfully lobbied for an amendment to the House of Representatives version of the bill that would expand the program to include 16 institutions, not 11. The United Negro College Fund and the Association of Minority Health Professions Schools both opposed the amendment, saying that the addition of so many institutions would dilute the effectiveness of the program because there would not be enough money to provide sufficient grants.

The two groups also said they had an agreement with NAHEO to limit the number of new institutions to be added to the program.

Wilbert Greenfield, who directs federal relations for NAHEO, said that his organization had never made such an agreement. He added that participating colleges needn't fear a loss of money by the addition of more colleges.

"This will just make us work to get more money for all the graduate schools," he said.

New York's Gov. Mario M. Cuomo is plugging a new idea for the Presidential campaign: "A great national university."

Governor Cuomo described his idea for a national university specializing in science, technology, and the arts in a recent discussion with Democratic Presidential candidate Jerry Brown.

"Select kids from all 50 states, poor kids, middle-class kids, rich kids bright enough to go to the best school in the world. Why not?" the Governor said he told Mr. Brown.

Mr. Cuomo said the new university would not take the place of existing state colleges and universities, but could be the nation's pre-eminent institution of higher education.

## Government &amp; Politics

## House Dashes Hopes of 'Peace Dividend' for College Programs

By THOMAS J. DeLOUGHRY

WASHINGTON  
 The House of Representatives last week voted not to create a "peace dividend" for the 1993 fiscal year—dashing hopes for any sizable increases for student aid or other college programs.

By a vote of 238 to 187, the House defeated a bill that would have allowed lawmakers to transfer funds from military programs to domestic programs for the budget year, which begins in October. Fiscal 1993 funds are spent in the 1993-94 academic year.

The bill would have amended a 1990 budget agreement between Congress and the Bush Administration that set separate spending limits for military, foreign, and domestic programs until 1994. The pact has effectively prohibited transfers among the accounts by requiring that three-fifths of the Senate and two-thirds of the House agree to them.

Last week's vote could be particularly costly for higher education because college leaders had hoped for sizable spending increases for Pell Grants and other programs. Their optimism resulted from the

Continued on Page A27

## Senate Votes Overwhelmingly to Lift Administration's Ban on Research Using Fetal Tissue

Action a major victory for biomedical researchers

By STEPHEN BURD



Sen. Edward M. Kennedy of Massachusetts: "If all this material were available, there would be total transparency taking place today. The fact is that there is not."

## President Bush Names 8 Scholars to Sit on Humanities Board

WASHINGTON  
 President Bush has made eight long-awaited nominations to the National Council on Humanities, the advisory board to the National Endowment for the Humanities.

Humanities scholars across the political spectrum praised the candidates for their impressive scholarly credentials.

But some liberal humanities professors did not rule out a fight over the nominations.

Such a battle would center on the question of the political balance of the group of nominees as a whole as well as of the 27-member council itself. The council, they say, is already "packed" with opponents of multiculturalism and women's studies, and several of the new nominees are outspoken defenders of the traditional academic curriculum.

The nominees are:

• Paul A. Cantor, a professor of English at the University of Virginia. He is the author of numerous articles and books including *Shakespeare: Hamlet and Creator and Creator: Myth-making and English Romanticism*.

• Bruce Cole, a professor of fine arts at Indiana University. He is the author of *Piero della Francesca* and co-author of *Art of the Renaissance World*, a companion piece to a public television mini-series, as well as numerous articles.

• Joseph H. Hagan, the president of Assumption College. He is seeking a doctoral degree from the Graduate Theological Foundation. Mr. Hagan has been active in Republican causes and has been a contributor to the bill. "Just let us have a chance to decide those issues."

Continued on Page A30

WASHINGTON  
 The Senate voted 87 to 10 last week to approve a bill that would lift the Bush Administration's controversial ban on federal support of research involving fetal-tissue transplantation.

More than two-thirds of the Senators voted to lift the ban, enough to override a promised Presidential veto.

The House of Representatives approved a similar bill last summer, by a vote of 274 to 144, not enough to override a veto.

The provision to lift the fetal-tissue ban was included in a bill that would reauthorize parts of the National Institutes of Health for five years. Lifting the ban has been a major goal of biomedical researchers this year.

The legislation would also prohibit the Secretary of Health and Human Services from citing ethical concerns to withhold federal grants for research that has been approved by the merit-review system. Under the legislation, the only way for the Secretary to block a research grant that he found objectionable would be to convene an ethics advisory board that would vote on the matter.

In the past three years, Health and Human Services Secretary Louis W. Sullivan has barred federal funds from two surveys on sexual behavior. Social scientists say the data that the surveys would gather are vital in curbing teen-age pregnancies and the spread of AIDS and other sexually transmitted diseases.

However, the Senate did approve an amendment introduced by Sen. Jesse A. Helms, a North Carolina Republican, that prohibits the NIH from supporting the two sex surveys.

The bill would also create a matching-grants program at the NIH for the construction of research facilities.

Continued on Page A28



Sen. Orrin Hatch of Utah: "I want fetal-tissue research to continue, and I want it to be outside of this awful abortion debate that rages up and down America."

## State Laws Against Vandalism of Animal-Research Facilities Provoke Debate

By GOLDIE BLUMENSTYK

States continue to pass laws making it a specific crime to vandalize or steal from a facility used in animal research. But the verdict is out on whether the measures actually accomplish anything.

No one has ever been prosecuted under the laws now on the books in 26 states because no one who has vandalized or burglarized a facility in those states has been caught, according to groups that monitor such activity.

Nonetheless, many scientists maintain that the laws deter potential vandals and are an expression of public sentiment against harassment of researchers.

Nebraska, South Dakota, and Virginia enacted facility-protection laws this year.

### Sending a Message

"It does send a message," says Len Koch, executive director of the Health Safety and Research Alliance of New York State, an organization of universities and researchers. New York passed its law in 1991.

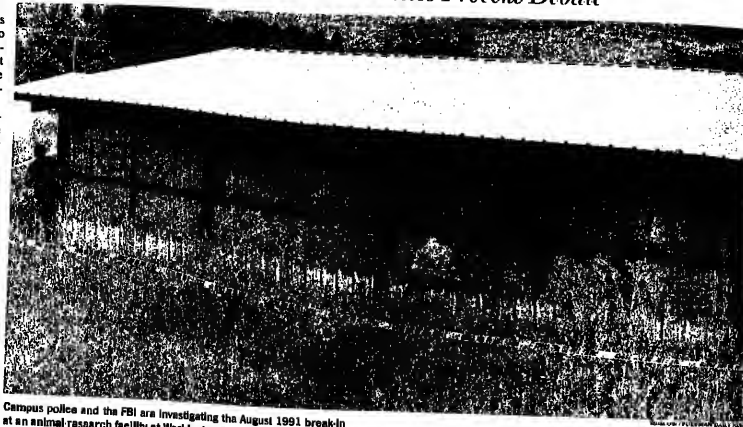
But animal-rights advocates say the laws do little but allow states to throw a political sop to scientists. The advocates say that existing state laws against burglary, vandalism, and theft are sufficient.

"I never understood why they were passing them," says Gary L. Francione, a professor at the Rutgers University School of Law and director of its Animal Rights Law Clinic. "I think it's just pressure from the universities."

### Copying and Videotaping

While Mr. Francione says he opposes crimes on behalf of animal rights, he says he also is alarmed by provisions in some of the new laws that make it a crime to copy or videotape information about research without authorization. He says the provisions, which are also found in proposed legislation now before Congress, may be unconstitutional.

The provisions are aimed at animal-rights activists who have been known to enter a research facility



Campus police and the FBI are investigating the August 1991 break-in at an animal-research facility at Washington State University.

legally and then copy or videotape material to expose possible abuses of animals or to publicize research that they find questionable.

Mr. Francione says the prohibitions against such activity, which are part of the Montana and North Dakota laws, are "so obvious to the idea of freedom of speech."

"They're trying to keep people from blowing the whistle on violations of state and federal law," he adds.

Research advocates see it differently. Mr. Koch of New York, for example, says the existing federal Animal Welfare Act provides adequate opportunities for the reporting of abuses. Prohibitions against photocopying and videotaping limit the unauthorized use of researchers' material, he says.

Other supporters of the facility-protection laws say they do more than standard vandalism or burglary statutes because they allow states to prosecute people for "minor" offenses, such as stealing a

laboratory notebook or releasing a mouse from its cage.

Since states began enacting such laws in 1988, there have been 13 incidents involving damage to animal-research facilities on university campuses, according to information compiled by the National Association for Biomedical Research.

The association advocates the interests of universities and companies that use animals in research. The incidents ranged in severity from the March 1989 spray-painting of slogans and threats against researchers on the exterior of a Northwestern University facility to the arson and theft of 1,000 animals at the University of Arizona in April of that year.

Opinions on the usefulness of the laws as a deterrent differ widely.

### Incident in Washington

Steven Simmons, a spokesman for People for the Ethical Treatment of Animals, says the laws do not discourage activists. "It's doubtful that this type of law will

deter them," says Mr. Simmons, whose organization often publicizes break-ins at lab vandalism by other activist groups, such as the Animal Liberation Front. "They have always been willing to risk the repercussions."

Mr. Simmons's thinking has proved correct in at least one instance. In August 1991—less than three months after a facility-protection bill was signed into law in Washington State—an animal-research facility on the campus of Washington State University was broken into. Two offices were vandalized and seven coyotes, six minks, and ten mice were released. Activists from the Animal Liberation Front claimed credit.

The campus police and the Federal Bureau of Investigation are both investigating the crime, but have made no arrests. The rat was called in because the U.S. Department of Agriculture owned the facility. The campus police say the vandals could be prosecuted under the state law if they are caught.

William T. Bakamis, director of Health Science Policy Affairs for Washington State University, says the value of the facility-protection law really cannot be tested "until somebody is caught, convicted, and sentenced."

While it did not deter the wasp activists, Mr. Bakamis says the "more rational, yet committed animal-rights zealots" might rethink their actions because of the law. Supporters of facility-protection legislation also say the laws can prod the police into taking the vandalism more seriously.

### An 'Intelligence Network'

Don Maupin, the wasp police detective working on the case, says his department had not been aware of the law until a university official told them about it. With or without it, he says, the department would have pursued the case vigorously. "It's important to the police. It's probably more important to the prosecutors," he says.

Frankie L. Trull, president of the National Association for Biomedical Research, says the laws need more time. "It's premature to say they aren't effective," just because there have been no prosecutions, she says.

Ms. Trull says the state laws could be strengthened with the enactment of a federal law, because that would create "a central intelligence network" about animal-facility vandalism that could be an aid to local law enforcement.

The federal legislation has been passed by the Senate and is proceeding in the House of Representatives. The House Agriculture Committee approved its version of the facility-protection bill last week.

### Tougher Measures Eyed

Meanwhile, some states, like Arizona, may stiffen their existing laws. A bill pending in the Arizona Legislature goes much further than the statute enacted in 1990 in the wake of the University of Arizona incident. The new law would make it a crime to enter a research facility with the intent to destroy, alter, duplicate, or obtain records, files, or animals. It also proposes fines of up to \$25,000 if a person is convicted of causing damage that places another person's life in jeopardy.

Susan E. Sanders, associate director of university animal care at the University of Arizona, whose office was burned to the ground in 1989, says she favors the law but has doubts. "I don't know if it's going to deter them," she says. Dr. Sanders says the university has beefed up security. Now, armed guards patrol the facility.

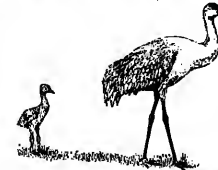
The Arizona lesson is not lost on Mr. Koch of New York, who advised managers of animal-research facilities to investigate the backgrounds of all job applicants before hiring them. The laws are helpful, he says, but "clearly prevention is the best medicine."



Opinion: Making citizens better informed B3



The Arts: The Blue Ridge; baseball; a Maine village B4-5



End Paper: The magic of cranes B52

Mélange  
B4

Quotable  
B7

Letters  
to the Editor  
B6-8

Bulletin Board  
B9-51

## Section 2

April 8, 1992



## POLITICS AND LIBERAL EDUCATION

An apolitical curriculum is a dangerous mirage

By Cornell W. Clayton

AS EDUCATORS should we be concerned about the substantive political values taught in the university curriculum or should we focus merely on methods of inquiry and the analytical skills that we foster in students?

In its report *Integrity in the College Curriculum*, the Association of American Colleges lamented that "anything goes" in what "passes as a college curriculum." It concluded that at many colleges and universities, "we are more confident about the length of a college education than its content or purpose."

That report is part of a decade-long movement toward restoring structure and substance to the liberal-education curriculum. Yet, despite this movement, there persists a deep-seated reluctance to discuss what the political goals or ends of American higher education should be.

Having abandoned the commitment to a curriculum centered on Western thought and values, we are uncertain not just about

what values and ideas to substitute, but also about whether any values should be taught. Many would seek refuge in a curriculum that does not require political choices at all—one that focuses on developing skills, rather than teaching certain ideas because we find them convincing or

because they are necessary to a society in which we wish to live. An apolitical curriculum is indeed an attractive notion; however, it is also a dangerous mirage. We must stop pretending that the goal of liberal education does not require a politically conscious and culturally biased curriculum.

I recently became aware of how reluctant we are to admit that we must make political choices in the curriculum when I attended a retreat in which professors from across our campus came together to discuss teaching a new core curriculum. A theme in our discussions soon emerged. Whenever conversation strayed into questions about the broad political purposes of higher education, it was quickly steered back on course by some well-meaning individual who pointed out that it was *passed* to think of the university as being questioning to students a particular cultural or political tradition.

The point seemed to be that the university

Continued on Following Page

### States With Laws Against Vandalism of Animal Research Facilities





## Liberal Education Requires a Politically Conscious Curriculum

*Continued From Preceding Page*  
 They should not indoctrinate students. As the professoriate, we ought not make the substantive judgment about what ideas and values make the most sense or are the most relevant to the realization of our social goals. Instead, we should seek to develop in students "analytic capacities," to teach "modes of inquiry," and to provide opportunities for "sequential learning."

SINCE CRITICAL THINKING can be taught using any subject matter, the topics and ideas that we actually require students to learn become irrelevant. One can develop analytic capacities or learn about modes of inquiry as easily in a course on feminist theory as in one on democratic theory. A seminar on African history becomes as relevant as one on U.S. history, and a survey of Native American oral tradition becomes no less important for students than one on Western literature.

Those who advocate this approach to higher education suggest that if we merely focus on teaching analytical skills and techniques, students will be equipped to make the substantive value judgments themselves. As faculty members, we are relieved of the burdensome debate over what constitutes a virtuous life, a just society, or even a good idea. Our students are freed from educational bias and are given maximum choice about what they study. Thus we have become cultural relativists, or, at the very least, we have embraced the belief that which cultural tradition students are exposed to is immaterial; what is important is the process of choosing and not the substance of their choices.

The fear of making fundamental political choices about the goals of higher education also leads to the fiction of the "inclusive curriculum." Since the curriculum emphasizes skills rather than content, no basis exists for excluding any idea, any literature, or any history. There is room for all perspectives and all subjects. By including all, we endorse none—supposedly making the curriculum politically neutral and culturally objective.

The flight from substance in the university mirrored in contemporary American politics, which has increasingly turned into the art of marketing. Reasoned debate about substantive issues is lost in the labels

and images used to stigmatize the other side. Tough decisions about racial discrimination and equality are reduced to the emotional language of "quota bills." Hard choices about when military force is justified in international relations are lost in labels like "Operation Just Cause."

The transformation of American politics from substance to style is revealed by the vast sums that candidates spend on media and public-relations consultants, who have come to replace the "brain trust" that used to surround our political leaders.

Few would argue that the superficiality of American politics is entirely the product of a higher-education system that eschews substantive value judgments. But how can we escape making some connection between the two? The university is perhaps the single most potent institution shaping

how society could realize liberal political ideals, such as respect for the dignity of individuals regardless of their race, color, or social means.

Today, however, the very idea of political liberalism is under assault. On the right, there is a movement to restore "traditional" values in everything from the selection of public-school textbooks to the operation of family-planning clinics. The right would restrict individual liberties in order to advance its own view of a virtuous society. On the left, various communitarian movements emphasize attributes such as race, ethnicity, or gender over those characteristics shared by all humanity. They argue for dividing social resources and opportunities in a proportional fashion along group lines.

Recognizing the importance of the uni-

"We need to defend the teaching of certain values as necessary for virtuous individuals and just communities."



long-term views of politics. Universities produce the ideas around which political alignments and cleavages materialize; college students, once exposed to such ideas, become the vanguard for political change or maintenance of the status quo.

It is not simply a coincidence that major liberalizations in social policies, such as those embodied in the Civil Rights Act of 1964 and in Great Society programs, followed the dramatic post-World-War-II expansion of higher education. Students of that generation studied a curriculum that taught and encouraged them to think about

versity in shaping public policy, many of these groups on both the left and the right would like their political agendas incorporated into the curriculum. Some believe that the canon should be frozen in time, that we should continue to teach what was said by dead, white males because that is what we have always taught. Others believe that curricula should be radically altered to proportionally represent women and racial and cultural minorities. These "multiculturalists" would have us teach certain ideas, not because they convince us of their worth, but because of the arbitrary characteristics of those who espouse them. Both movements are profoundly illiberal. One finds sustenance in appeals to authority and the other in the arbitrary characteristics of social groups.

GIVEN THE CONTROVERSIES surrounding this curricular debate, it is easy to understand why so many seek haven in the attempt to create an objective or culturally neutral curriculum: a curriculum not committed to producing but rather students for all societies. However, curricula by their very nature are political. They must include some ideas and exclude others. We cannot escape making decisions about what knowledge or skills are relevant to society as it exists and as we want it to exist. Even the decision to teach critical thinking or intellectual independence assumes a substantive political choice—that we want a society filled with individuals capable of exercising such skills.

Many non-Western and traditional cultures would object to these traits. The hallmark of an educated person in such cultures might be the mastery of a sacred text,

familiarity with an oral tradition, or establishment of an inner relationship with one's creator. Only a handful of societies, most of them Western, prize critical and independent thought. We want citizens who possess these skills because we live and want to live in a liberal democratic society that requires them.

IF WE CANNOT avoid making substantive political choices in constructing a curriculum, we can avoid making wrong ones. The best response to those who would make the university curriculum either static or arbitrary isn't to abandon the field and flee into a curriculum without substance. Rather, we need to engage these challenges and defend the teaching of certain values as necessary for virtuous individuals and just communities. This requires more than merely teaching techniques and skills. Although these are necessary, they are not sufficient. Higher education must expose students to the ideas that constitute the Western tradition and form the basis for liberal democratic government.

What this tradition actually comprises can be debated. One value that clearly must be taught is that one's moral worth, like the value of one's ideas, is not related to the arbitrary, immutable characteristics of the individual, such as race, gender, or station at birth. Another is that individual rights and liberties should take precedence over what various groups or communities define as good or virtuous. These are substantive ideas that have long intellectual histories, and students should be exposed to them by reading authors who have contributed to their evolution and contemporary understanding. Other ideas in this tradition that are less clear may evoke debate. It is this debate, however, that should be the center of our curricular discussion, not the avoidance of debate about substantive values.

An overarching goal of higher education must be to prepare students to participate in building a just society. This is not an argument for a static curriculum or a culturally exclusive one. Indeed, some understanding of other cultural traditions and politics is necessary for the operation of liberal principles within a pluralist community. But neither is it an argument for abandoning the Western-based curriculum altogether in order to study illiberal cultures for their own sake or to accommodate the demands of groups with illiberal agendas.

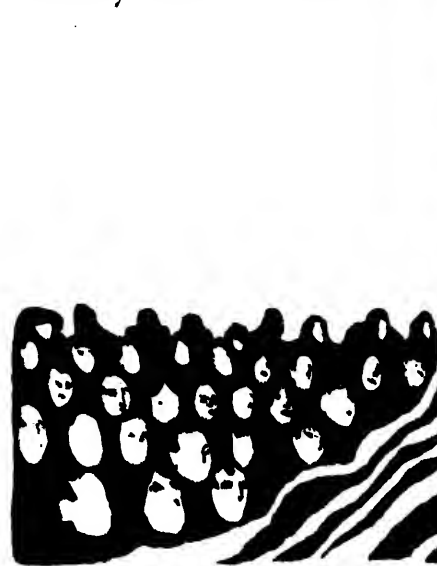
This is not indoctrination or intellectual arrogance. The goal of a liberal education requires us openly to debate and defend assumptions on which our culture and our system of government are based. Ultimately, it requires us to take responsibility for concluding, and for conveying to our students, that some ideas are more persuasive than others and that some political traditions are more just than others. To admit this is not racist, sexist, or xenophobic. To the contrary, a liberal education requires a curriculum that stands against all of these tendencies.

Some of us might find it daunting, futile, or even embarrassing to enter into a battle over what ideas should govern our society. It is indeed more difficult to engage in such a battle than it is to remain aloof and pretend we have no stake in the outcome. But why should we be embarrassed about debating what constitutes virtue or justice? If we don't, who will?

Cornell W. Clayton is an assistant professor of political science at the University of Alaska at Fairbanks. He is the author of *The Politics of Justice* (M. E. Sharpe, 1992).

### OPINION

## Scholars Should Share Their Expertise on Key National Issues



By Jeffrey Boutwell

IT IS ONE OF THE GREAT ironies of the early 1990s that, in the wake of America's triumphs abroad in both the cold war and the Gulf war, our citizens express a pervasive and growing discontent with how well we are doing at home. This anxiety has already become a significant issue in the Presidential campaign, with voters expressing little confidence in the candidates of either party. More generally, across the political spectrum there is a sense that the very fabric of American society is unraveling.

Much of this discontent centers on our democratic processes themselves. According to a recent Kettering Foundation report, "Citizens and Politics," many Americans feel that "the health of politics in America is at risk" and that our democratic processes have become "corrupted." The result is declining voter turnout and a sense of public impotence in shaping government policy. The feeling is widespread that the one direct input that citizens have in the making of policy—electing officials—has been undercut by the influence of special-interest groups, lobbyists, and political-action commit-

tees, which the public perceives as controlling Congress and agencies of government.

The report makes several recommendations for improving the interaction between the public and its elected officials, including more use of "community forums" where citizens can make known their views on public-policy issues. For public discussion of the complex policy issues to be effective, however, citizens will have to be better informed about those issues than they currently are by the two-minute network-news segments and 30-second "sound bites" that have come to dominate the media's treatment of important news stories.

How, then, can citizens be encouraged to become better informed about the trade-offs involved in various public-policy issues, both foreign and domestic, and then to make their views known to elected officials? At a minimum, structural reforms, such as public financing of elections and free television advertising, are needed to limit the influence of well-heeled special-interest groups and lobbyists both during and between elections. In addition, however, Americans have to take a more ac-

tive role in becoming informed about the complexities of modern public-policy issues so they can better separate the wheat from the chaff in campaign and political rhetoric.

Among the many ways in which citizens can become better informed on the myriad issues facing the body politic, one largely untapped resource is readily at hand—the almost one million faculty members and administrators currently employed at the nation's more than 3,500 colleges and universities.

ON AN AD HOC BASIS, of course, many university faculty members already give freely of their time in speaking to civic and professional groups in their local communities. Yet a number of disturbing tendencies are coming together that make it more difficult for scholars to reach out and share their expertise on important national issues.

One is the fact that research and teaching continue to be valued much more highly than "community service" activities when faculty members are evaluated for tenure and promotion. Moreover, in our TV-conscious age, scholars who appear

for two minutes on the local television news to give an instant opinion on the latest national crisis gain far more prestige than those who spend an entire evening discussing such issues at the local Rotary Club.

Further, the stringent budgets that many colleges face have led to personnel cutbacks, which mean that many faculty members are teaching more classes or larger classes and thus find it more and more difficult to find the time to get out into the community.

The unfortunate upshot of these trends is that, at a time when the American public is becoming increasingly disaffected with the workings of many of our social institutions—higher education included—this further disengagement by colleges and universities from active contacts with their local communities exacerbates the sense of "we" versus "they."

The point was put cogently by Harvard University's outgoing president, Derek Bok, in his final commencement address last spring: "While universities are as dependent as they have ever been on public support, neither educators nor community

*Continued on Page B6*

THE CHRONICLE OF HIGHER EDUCATION

JOHN WILLIAMS

"Because of budgetary constraints, your teaching assistants for the rest of the semester have been replaced. Two struggling yet talented roving ninjas will be with you four hours per week beginning tomorrow. Thank you for your cooperation."



## MÉLANGE

## Stigmatizing Blacks; an Educational Ideal; Tenured Ex-Nerds; Insights From Trollope

IT SENSES a certain caving in of hope in America that problems of race can be solved. Since the sixties, when race relations held promise for the dawning of a new era, the issue has become one whose persistence causes "problem fatigue"—resignation to an unwanted condition of life.

"This fatigue, I suspect, deadens us to the deepening crisis in the education of black Americans. One can enter any desegregated school in America, from grammar school to high school to graduate or professional school, and meet a persistent reality: blacks and whites in largely separate worlds. And if one asks a few questions or looks at a few records, another reality emerges: these worlds are not equal, either in the education taking place there or in the achievement of the students who occupy them.

As a social scientist, I know that the crisis has enough possible causes to give anyone prolapse fatigue. But at a personal level, perhaps because of my experience as a black in American schools, or perhaps just as the hunch of a myopic psychologist, I have long suspected a particular culprit—a culprit that can undermine black achievement as effectively as a lock on a schoolhouse door. The culprit I see is *stigma*, the endemic devaluation many blacks face in our society and schools. This status is its own condition of life, different from class, money, culture. It is capable, in the words of the late sociologist Erving Goffman, of "breaking the elation" that one's human attributes have on people. I believe that its connection to school achievement among black Americans has been vastly underappreciated.

—Claude M. Steele, professor of social psychology at Stanford University, in the April issue of *The Atlantic Monthly*

ONE HUNDRED YEARS AGO the notion of an educated person was an expression of a shared understanding, not of legal requirements. That understanding arose because people were at ease with the idea that people differ in their capacities. The criterion for being educated person did not have to be compromised to include the supposition that everyone could meet it.

We are recommending a traditional ideal of education, not glorifying academic credentials. On the contrary, we think that academic credentials are over-valued. It may be because they have become so artificially important that we are loath to accept that many people have academic limitations. Nor does our view of education require triage in which the state selects out the children with the highest intellectual gifts, educates them, and gives everyone else second-best.

On the contrary, we believe that education will improve most rapidly when parents and teachers have the maximum flexibility in deciding what kind of instruction they get. By and large, parents already have high enough aspirations

for their children, and want schools that will take their children as far as they can go. Teachers who delight in teaching demanding material to good students will come forward if given the chance to run their own classrooms.

It is educational leaders who need to become comfortable once again with a duty that once was at the heart of their calling, to educate what Jefferson called the "natural aristocracy" to be worthy conservators of the republic.

—Charles Murray, Fellow at the American Enterprise Institute, and R. J. Herrnstein, professor of psychology at Harvard University, in the Winter 1992 issue of *The Public Interest*

THE MAJORITY of today's vocal enforcers of political correctness were entirely conventional, indeed exemplarily docile graduate students and assistant professors during the sixties and seventies, too anxious for professional advancement to risk the slightest gesture of resistance. But the lure of the counterculture, which they rejected while students, exerted an appeal all the more powerful for having been put aside for so long, only for it to emerge with all the accumulated frustration of the intervening years once tenure guaranteed that there was no more risk involved.

The problem is not tenure "radicals," it is tenured ex-nerds belatedly struggling to appropriate the glamour of the heroic rebels whose allure they were too cautious to heed at its moment of maximum appeal two decades earlier.

—Michael André Bernstein, professor of literature at the University of California at Berkeley, in the spring issue of *The American Scholar*

AND WHAT, FINALLY, was Trollope's "moral purpose"?

It is of course hard to say. Trollope is not a writer from whom one can easily extract formulas. But in her unjustly neglected essay "Trollope For Grown-Ups" (1962), the critic Clara Claiborne Park comes close to the heart of the matter when she describes the novelist as "the laureate of compromise." Trollope is almost alone, she notes, in telling us "what we need to hear: be reasonable, be moderate, in action, in desire, in expectation, and you will be fairly happy." This might seem like small beer. But it can be powerful compensation for... "the desolation caused by naked principle among people." If Trollope lacked a doctrine to impose as virtue, he came armed with an abundance of experience and psychological insight. As his narrator puts it in *Barsetshire Towers*, "Till we can become divine we must be content to be human, lest in our hurry for a change we sink to something lower."

—Roger Kimball, managing editor of *The New Criterion*, in the March issue



JOHN O'DONNELL, FRED D. WATKINS, IOWA

## THE ARTS

## The Story of the Blue Ridge Parkway; Baseball Parks as Fields of Dreams

By Zoë Ingalls



An exhibit chronicling the Blue Ridge Parkway's design and construction is on display at East Tennessee State U.

THE BLUE RIDGE PARKWAY winds its way 470 miles along the knobby backbone of the Appalachian chain, pausing in hollows, then soaring over peaks with names like Jumpoff Rock, Purgatory Mountain, and Wheelstone Ridge.

Some 24 million tourists travel the parkway every year, more than visit any other national park. They are drawn by the rich montage of history, folk culture, and natural beauty that flickers through the windows of their cars.

"The Blue Ridge Parkway was an entirely new concept of a national park," says David P. Hill, a landscape architect in Roanoke, Va. Mr. Hill and Richard T. Johnson designed the prototype of the exhibition while they were students at Harvard University's Graduate School of Design.

When the parkway was begun, the term "national park" meant one thing—vast, pristine tracts of land. Mr. Hill says. "The idea was to get the land and not do much with it—just take care of it," he says.

"The Blue Ridge Parkway, on the other

hand, is a very intensively constructed and highly manicured landscape."

Abbott was determined to disturb the natural beauty of the parkway route as little as possible, but just as determined to enhance it when necessary. In many cases the raw material that Abbott and his staff had to work with was anything but pristine. "Few of the show places of the parkway environs remain in an unspoiled natural state," Abbott wrote in an early report. Commercialization and logging, he noted, had "greatly reduced the recreation values."

Abbott carefully orchestrated every

mile of the road, and then insured its preservation through extensive land-use plans that designate, for example, certain areas as forest, others as orchards or fields.

To implement the land-use plans, Abbott arranged for the land adjacent to the roadway to be purchased and then leased back to farmers for agricultural use. In addition, "scenic ensembles" gave the park service all of the development rights to the land—in effect, the service bought the view, Mr. Hill says.

In an early report on the parkway, Abbott described the design process and revealed his own enthusiasm for his job:

"You worked with a ten-league canvas," he said, "and the brush of a comet's tail." The exhibition, "Threaded a Parkway Through the Blue Ridge," is on display at East Tennessee State through April 12. It then travels to various museums in Virginia and North Carolina, including Lees-McRae College, where it will be on view from August 23 through September 26.

Mr. Dow says that the American baseball park is analogous to a medieval cathedral in being "a center of civic pride where people go to do some combination

of worship and dream." Since 1980 Mr. Dow has photographed more than 150 playing fields and arenas in Britain and the United States, including all 26 major-league baseball stadiums.

An exhibition of 54 of his shots of baseball stadiums, entitled "Major League/Minor League," is on display at the Albin O. Kuhn Library and Gallery at the University of Maryland-Baltimore County through May 31.

"Every town's got a stadium for a variety of sports and a variety of reasons, and I got hooked on trying to catalogue them," says Mr. Dow, who teaches photography and the history of photography at Tufts University and Boston's School of the Museum of Fine Arts.

"It's really the comparative aspect of it that's the most interesting—to go from a large town like Rochester, N.Y., to a tiny place like Pulaski, Va.," Mr. Dow says.

The older parks are more appealing than the new ones, he says. "In fact the newer parks have almost no appeal." And the minor-league parks have more appeal than the major-league.

"The differences between the minor-league parks are amazing," he says. "Some are great civic monuments. Others were built on a shoestring and are maintained on one. They have a wonderful funky putina—a quirky individuality you don't see now."

In the minor-league parks the game is often secondary to the "social ritual of a night out," Mr. Dow says. "People are out there to see and be seen just as much as they are to actually watch a ball game."

To make his photographs, Mr. Dow uses an 8-by-10 view camera mounted on a tripod. He takes multiple images of a single subject, turning the camera slightly for each picture, and then splices together three, four, or five photographs to give a sweeping, panoramic view, like a slowly panning movie camera.

He will be setting up his camera on April 9 at the Baltimore Orioles' new home at Camden Yards, which architecture critics have compared favorably with such longstanding favorites as Boston's Fenway Park and Chicago's Wrigley Field.

"My bias is against anything built in the last 30 years or so," says Mr. Dow. "But this one is supposedly different."

"I've been told they've labored long to make it unique," he says. "We'll see."

## Photographs of Life in a Maine Fishing Community



Photographs by Olive Pierce, now on display at Radcliffe College, document the harshness of day-to-day reality for the men, women, and children who live and work in Wiscoboro, a fishing village in Maine. Their livelihood, which Ms. Pierce calls a "distinctly American tradition," is jeopardized by

pollution and competition from bigger boats. Through her photography, she wants to make the people "visible."

"Up River: A Look at Life in a Maine Fishing Community" continues at the college's Bunting Institute through May 1.

## LETTERS TO THE EDITOR

## The Bandwagon for Direct Lending to Students

To the Editor:

It is amazing to me to find so many well-educated, well-intentioned individuals joining the misguided Congressional bandwagon supporting direct lending for student loans ("The Time Has Come to Establish an Income-Contingent Loan System," Opinion, March 18). Amazing, because nothing in our great nation's history would give anyone confidence in the notion that the federal government could run programs or projects more efficiently or economically than the private sector. The basic concept of capitalism is competition, and yet direct-loan advocates want to eliminate it entirely from student lending. Think competition has brought innovation to the products, not government bureaucracy.

Yes, I'm a profit-driven banker who has spent the last 18 years in student lending based on narrow self-interest. Self-interest that includes spending 30 percent of my annual marketing budget to provide financial support to state, regional, and national college financial associations. Self-interest that spends only 10 percent on media advertising while another 40 percent goes into students and parents of which may be one in 10 will eventually obtain a loan from my institution. Self-interest that has me spending evenings and weekends making presentations to parents and students instead of being home with my family. Enough about self-interest.

What about this notion of "direct loans"? Can it be as good, or, for that matter, as bad as the opposing side paint it? Let's look at the record. The loan program we have now works for

more than 95 percent of the participants but it has taken more than 20 years of continuous change to get to where it is today. The original loan plan was a direct federal program that simply didn't work. Why then, do "direct loans" advocates say this time it will? They say things are different today. I doubt it.

In the 1980s reauthorization of the Higher Education Act, Congress enacted an "Income-Contingent Loan Program" that has been a dismal failure. The problems encountered were



numerous, but one of the biggest was the insurmountable administrative burden created by tracking student incomes and tailoring payments to meet them. No matter how simple the concept may sound, the reality is a nightmare.

To make sure this letter doesn't become a novelty I will only address two other points in the case for "direct loans." This well-meant article states that "bypassing the private banking system" would lower interest rates. This statement is probably

true but what it overlooks completely is the total interest expense to the student. No matter how low you make the rate, charging borrowers interest during the school term and then carrying repayment over 25 years will significantly increase the interest paid by the student. In most cases it will far exceed the principal originally borrowed. Do we want students to pay more interest for the same loan?

The last point I want to clarify is in relation to the article's quote about defaults. It states: "By spreading repayment over as many as 25 years, . . . and by virtually eliminating defaults because loan repayments would be made by payroll deductions paid to the Internal Revenue Service, such a program would be self-financing." This is the greatest failing in the proposal: It does not eliminate defaults at all. What it does is simply carry debt, which are increasing each year because of capitalized interest that graduates with low incomes can't afford to pay, for 25 years—then whatever amount of debt is left is wiped out. . . . This is real fiscal restraint. Let's have the youth of today piled up with billions in debt that will be left to future generations, 25 years from now, to cover with higher taxes.

No, the time for direct, income-contingent loans is not here—hopeful it never will be.

The existing, privately funded program definitely has problems, but they can be easily fixed. Let's join together to take the plan that has put millions of Americans through college efficiently. We don't need to scrap 20 years of experience on the faint hope



THE CHRONICLE OF HIGHER EDUCATION

"Why don't we just buy one set of books, and do a fine share?"

that untried, unproven "direct loans" may be a better way.

Michael G. Lewis  
Vice President of Education Finance  
MetLife Savings Bank  
Philadelphia

To the Editor:  
I have been a high-school counselor for four years, a director of financial aid for 14 years, and a representative of a lending institution for less than a year. . . .

I agree with much that was written in your March 18 article about income-contingent loans, but I believe the writers and many of the advocates of this compromise legislation choose to ignore any provisions that sons this program have not been implemented as described. . . . The cost savings are really cost shifting to the already embattled budgets of colleges and universities across the country. . . .

It appears to me that the writers are in favor of an economic/political view and have very little understanding of the wants and needs of the students they claim to represent. . . .

The coalition that currently exists among the government, the institution, and the lender has been the last hope of many families over the last 10 years for the funding needed to allow their sons and daughters to attend a postsecondary institution. It is too bad that deregulation cannot happen because the administrative burden that all three areas must carry to make the system work. This coalition has continued to advocate funding to cover the ever-increasing costs of a higher education even when it seemed the entire world was against him. The authors choose to argue that funding for higher education is against the authors choice to argue that some very same proponents are that some way not helping families cope with the higher cost of a college education. . . . This is not true. . . .

It appears to me that the writers dismiss any arguments against direct lending as self-serving. I could say the same about their arguments, if I had the time to do so. The proposed legislation would be to the writers' institutions by providing the per-student subsidy provided to the writers' institutions by their state governments. The reduction of the subsidy would bring public institutions into the world of supply and demand and allow their charges to reflect the true cost of education. . . .

I applaud the authors' call for the government to address the concerns of the financial-aid community, to make simplification of the financial-aid process work. I wish the government had done this during the implementation of financial-aid legislation over the last 10 years; we all would be better off and the system would be less complex. The legislators can reduce complexity now with the current programs but have chosen not to do so. Financial aid is complex, as many of the current regulations have nothing to do with saving money and much to do with political compromise.

I just hope that the true cost of implementing direct lending is considered before higher education decides to eliminate a politically ally and a student-aid advocate—the banks—for promises of greener pastures.

Fray M. Carter  
Manager of Market Development  
Student Loan Representative Office  
Seattle

To the Editor:  
Those of us in public higher education in New York State read with a veiled interest Goldie Blumenfeld's accurate and thoughtful portrayal of states' attempted theft of pension contributions ("College Employees Fight Back as Many States Try to Cut Pension-Plan Contributions," March 4).

United University Professionals—representing 21,000 educators and professionals on New York's state campuses—a background source for Mr. Blumenfeld, was especially appreciative to see that the article described the "double whammy" being many of our members, and members of other unions, while politicians eye the public's employees as sacrificial to budget deficits.

As reported, participation in the Teacher's Insurance and Annuity Association and College Retirement Equities Fund, New York's optional retirement program, are facing cuts in contributions because of an unfair linkage to the defined-benefit plans. Adding to the problem, TRA-CERF contributions were stopped altogether in January when a ruling by the Attorney General's office on rates of employer contributions was viewed

## OPINION

## OPINION

by the comptroller as a "legal enigma."

But we finally have good news to report in New York State. The legislature passed without dissent, and Gov. Mario Cuomo recently signed, a UUP-crafted bill that restores funding to TRA-CERF and makes up contributions lost during the freeze. It also establishes a task force to study inconsistencies in the pension laws and to make recommendations regarding contribution rates.

The task force, made up of university, government, and union representatives, will issue its report and recommendations for new legislation by June 1. UUP plans to use this study period to inform lawmakers about the problems with the present laws and to outline our quest to safeguard what we believe is a fair and appropriate rate of contribution. We welcome the opportunity this law provides to help make sense of pension laws whose complexity threatens the retirement plans of nearly 17,000 higher-education employees in New York State.

JOHN M. REILLY  
President  
United University Professionals  
Albany, N.Y.

## Questioning the stances of ACLU's president

To the Editor:  
Your wonderful profile of Nadine Strossen correctly highlights her keen mind, effective voice, and vigor ("She Goes Wherever Civil Rights Are Threatened," Editorial, February 26). Unfortunately, Ms. Strossen does not limit the use of her powers to protecting the freedom of speech, but applies them with equal effect to advancing other positions of the American Civil Liberties Union.

These days, these stances include the legalization, and not merely the decriminalization, of all drugs without offering any provisions to protect at least children from the threat of scourge; opposition to any controls on the flow of private money into the coffers of politicians (as sought by Common Cause, Ralph Nader's Congressional Watch, and the new communitarian movement); opposition to drug testing of even those who hold the lives of others in their hands (such as school-bus drivers); and opposition to sobriety checkpoints.

Technically, she relies on a rigid interpretation of what are unreasonable versus reasonable search and seizures, which, of course, the Bill of Rights allows. More deeply, Ms. Strossen is a vociferous representative of the notion that all we need to worry about is constraining and hobbling government—not how to make it work more effectively, say, for public safety.

I must add that Ms. Strossen sometimes fails to observe the tenets of good scholarship. I know, because I am on the receiving end of her notion that we communarians are "majoritarian," despite the fact that our platform explicitly disavows any such position and that Ms. Strossen has never been able to document this charge. . . .

ANTHONY ERZGANTZ  
Editor  
The Responsive Community  
University Professor  
George Washington University  
Washington

## U. of Chicago: not 'conservative'

To the Editor:  
As a graduate, I appreciate your piece on the University of Chicago at the centennial ("U. of Chicago at 100: Proud Traditionalist," February 26).

I am amused, however, when I read that Chicago is a center of "conservative" thought. Some prominent thinkers associated with the university have been conservative politically, in the sense in which that term is used today. Many others are not, and an education there involved not orthodoxy, but rather a relentless pursuit of any quarry into any cave, no matter how forbidding.

I remember a childhood story about the farmer from Vermont driving into town with his wife of many years. She complains that his affections must have waned, since they used to sit close together on these trips, he with his arm around her. His terse response is, "I ain't moved." Thus it is with Chicago's supposed "conservatism."

As your story points out, the university is founded on principles of meritocracy, free and rational inquiry, and a belief in education as an inherently good and complexly demanding task. These principles were, in the time of the French Revolution, profoundly radical ideas, and countered the stagnant "conservative" demands that only social conformity, though was permissible, that the value of ideas was not inherent but followed from the social position of those who thought them, and that reason must be subordinated to "reasons" of the state and powerful interests.

The university finds itself fighting that same battle today, but with the position taken re-labeled by the media. It is antagonists to these principles who are the historical conservatives.

The University of Chicago is not "conservative" but rather conservative, and what it has been conserving are the classical principles of Enlightenment liberalism. That is, no matter what other academy has said its posterior in whatever direction, "we ain't moved."

D. W. MURRAY  
Professor of Anthropology  
Brandeis University  
Waltham, Mass.

## Elizabeth Fox-Genovese: 'outstanding' professor

To the Editor:  
In the interest of presenting another and equally important side to Scott Heller's recent article concerning Elizabeth Fox-Genovese ("Emily U.'s Director of Women's Studies Quits, Describing Complaints as 'Political Power Play,'" February 12), we would like to express our perspective. Many of us at Emory University who have taken graduate courses with her, and who have been dismayed by the recent events in the department that resulted in Dr. Elizabeth Fox-Genovese's resignation. Under her leadership, the women's-studies program permitted all women on campus, regardless of ideological positions, to pursue academic studies of women. Here we found a place in which scholarly pursuit of excellence was encouraged rather than a place where a specific political agenda was enforced. For this we are grateful.

Those of us who took courses from Dr. Fox-Genovese found her to be a demanding yet outstanding professor who welcomed diverse opinions. Those of us who taught in the department appreciated her support of our different viewpoints and pedagogical methods. Those of us who work with her on our dissertations know that her comments and advice are invaluable.

We regret that Elizabeth Fox-Genovese's resignation is a loss to the department and to the university.

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## QUOTABLE

"The support of pure science—the search for knowledge—cannot come easily or naturally from government"



THE GREAT REVOLUTIONS of the past frame our picture of science. We honor the great revolutionaries and to emulate them is our highest aim. So every scientist dreams of making revolutionary discoveries, and the National Science Foundation seeks to stimulate and support such creative, innovative pursuits.

But paradox and self-contradiction abound here. The fundamental law of the unknown is that it is unsuspected, and therefore it cannot be directly explored. Scientists are not serendipitous; they come by luck none too far from foresight. Successful scientists are typically those who work in the most interesting but still intractable parts of the known unknown; and because they do, it is predictable that they will get results generally agreed to be useful—though one cannot predict how useful or in precisely what way, and one certainly must not expect them to be revolutionary.

Direct, deliberate attempts to uncover the unknown unknown, where the greatest potential novelty lies, are not common in science. How could they be? That would involve following hunches that might lead nowhere at all. Since most scientists (as many other people) are judged, paid, promoted (or dismissed) largely according to what they accomplish, it makes sense for them to choose research that, it can reasonably be predicted, will produce some sort of reasonably useful results. . . .

When scientists overtly claim to be seeking novelty, and even they believe what they say, they define novelty in a limited way, namely, within the conventional paradigm. Novelty is pursued within the known unknown; scientists seek what is new, but not what is so new that it could overturn their beliefs.

The National Science Foundation, too, overtly claims to be seeking novelty. But to receive its support, one must make a proposal that specifies in considerable detail what one intends to do, and by what means, and what one expects to find, and what the significance of that will be. One must stick, in other words, to the known unknown. Moreover, one's proposal is submitted to peer review: Others in the same field are asked to judge whether the proposal makes sense, whether its aims are feasible ones. Such peer review cannot but be a veil blanket of conventional wisdom, and the private folklore of academic underpinnings that the most original proposals are also the ones for which it is hardest to get support.

ONE RARELY NOTED ASPECT of peer review is that, by and large but especially with the most brilliant ideas, the reviewers are less qualified than the authors of the research proposals. For one thing, each proposal is reviewed by only a few dozen peers, and their average competence is, solely for that reason, likely to be lower than that of the author of the proposal. . . . Further, the best scientists are also those whose time is most in demand and who will not be able to respond to all the requests made to them to review ideas, proposals, papers, books, and so on; and so the burden of doing the peer reviewing trickles down toward those who have more time but less talent. In addition, of course, whoever has evolved a proposal is likely—precisely for that reason—to know more about the specific details of the particular problem than anybody else in the world.

So even moderately successful scientists learn to adjust to the predictability and mediocrity of peer review by camouflaging their best ideas. They seek support for "normal" research into the known unknown but then use some of the granted funds to follow their pet hunches. . . . Though it is fairly generally understood within the scientific community, it is not usually admitted in public that the grant-allocating mechanism supposed to serve creativity cannot and does not do so. . . . So surveys made by the National Science Foundation of those with whom it deals report predominant satisfaction with the foundation's activities, whereas private gossip among scientists features horror stories of the stifling of originality and creativity.

In the mid-1970s, a survey of NSF reviewers and grant applicants showed that they thought "the peer review system is an appropriate mechanism for making funding decisions, that it works quite well and needs few, if any, changes." . . . But when the questions were directly about stimulating novel research, "about two-thirds . . . agreed . . . that NSF is unlikely to fund high-risk, innovative research projects because its review process is too conservative. These results . . . came on something of a shock, amounting to a serious accusation. . . .

That the NSF and its director should be surprised by this is greatly ironic. Illustration of how widespread are misconceptions about how science works, even among those who manage it and find it and make public policy about it. . . .

If society does support potentially revolutionary science, then it cannot know what it will get. Why then even try to support it?

TO EVADE this uncomfortable question, the scientific community has been able to convince itself and society at large that corollary benefits inevitably flow from advances in scientific understanding. Only necessities—so far—have suggested that this has not always been so; or, even if it has been so in the past, that there is no guarantee it will continue to be so in the future (let alone that the benefits will be in some proportion to the initial expenditure). So we spend billions of dollars on larger and larger money smushers even while most scientists (other than high-energy physicists) believe that nothing of practical human use remains to be discovered along that direction.

The support of pure science—the search for knowledge—cannot come easily or naturally from government. If totalitarianism, the government is tempted to draw its distinction between correct, acceptable knowledge and other knowledge that is to remain taboo. If democracy, the government feels obliged to account for its expenditures, and therefore to hold accountable those who do research under its support; and accountability eschews risk and seeks tangible results. But where concrete results are demanded, research becomes mundane, particularly when results are looked for within the usual lifetime of a research grant, typically no more than a couple of years.

—Henry H. Bauer, professor of chemistry and science studies at Virginia Polytechnic Institute and State University, in *Scientific Method and the Myth of the Scientific Method*, published by the University of Illinois Press. Reprinted by permission.

## Scholars Should Share Their Expertise on Key Issues

Continued From Page B3

lenders share a clear and compelling view of what universities can do for our society."

Numerous exceptions to this "town-gown" divide exist, of course, all across the country. The point remains an invaluable resource that local communities and citizens' groups could draw on for information, help in using basic analytical skills, and discussion of complex policy issues and the tradeoffs inherent in democratic policy making. Certainly more can be done to make this resource accessible to a broader public, in two important ways.

First, college administrators should make a concerted effort to institutionalize speakers' programs and other community-outreach efforts through whatever vehicle is most appropriate, be it Public Service, or community-relations office. Only by giving nomenclature "legitimacy" to this type of activity will it become an important priority for faculty members, colleges, universities, and professional or business organizations. It is to the credit of faculty members who have given more than 5,000 talks to a wide range of community, professional, church, military, and business organizations on important national-security issues.

Commenting on the values of the Options program in providing in-depth discussion of public-policy issues, one military officer in North Carolina noted the "Through our efforts . . . composed of highly professional and well-educated officers, it is unable to keep abreast of events as they unfold so rapidly worldwide." Given the growing complexity of both domestic and international-policy issues, the need will increase for the informed discourse and analysis that college faculty members can share with citizens in a wide range of community forums.

Of equal importance is the value to colleges and universities of improving their relationship with the larger community through sponsoring such programs. At a time of budget cutbacks and rising university-community relations, these types of outreach programs can make significant contributions in building a sense of partnership. If our democracy and society are to remain vital and responsive to the challenges facing us, colleges must not ignore their responsibility to help continue the education of all our citizens.

Brown University that for six years has been making small grants to develop speakers' bureaus on foreign-policy issues at colleges and universities across the country. With a modest annual budget of about \$200,000, the program has established projects at more than 150 colleges.

During the six years, about 1,500 college faculty members have given more than 5,000 talks to a wide range of community, professional, church, military, and business organizations on important national-security issues.

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Jeffrey Bonwell is associate executive officer of the American Academy of Arts and Sciences and chair of the Board of Directors of the Options speakers' program.

# Letters to the Editor

*Continued From Preceding Page*  
 I have will no longer be director of the department but look forward to working with her on campus in the future. We also remain hopeful that the administration of Emory University will appoint a new director who will promote academic excellence and tolerate such diversity.

ANA SHOOT CHIRBAAT  
 and 18 other Graduate Students  
 in Women's Studies  
 Emory University  
 Atlanta

## U. of Nevada keeps its basketball program

TO THE EDITOR:

Articles in two recent issues of *The Chronicle* ("The Saga Continues: Turkmenian Asks He Won't Go," UNLV Says, "Yes, You Will," March 4; "Business as Usual at Las Vegas: Dramatic, Bitter, Ultimately Ambiguous," March 11) have reported on the current situation of the University of Nevada, Las Vegas, regarding its basketball program. Each of these articles has provided some sense of the turmoil our institution finds itself in. There is indeed a fight for "the soul of the institution." Our faculty senate, after careful deliberations, has decided to reject the motion put forward by Professor James Duncan to disband the University's basketball program for two years. There are those who will contend that this is a show of weakness on the part of the university faculty, or that it displays diminishing support for the president. Those who support such a view will be proven quite wrong.

The faculty and staff of the University of Nevada, Las Vegas, strongly support the decision taken by Robert C. Maxson, president of UNLV. His position that our basketball program must adhere to the letter and the spirit of NCAA regulations is strong and clear. Further, Dr. Maxson's decision that the university's basketball program take its proper place as one element within the university is also one that is difficult to challenge.

For the past several years, the basketball program at UNLV has enjoyed extraordinary success. This success has bred strong and emotional support. Unfortunately, much of that support has been for the basketball program alone, not for the university in its entirety. It is the many (and there are many) people who support our basketball program, rather than

the university of which it is a part, who form the "other side" of the continuing argument over basketball at UNLV.

It is possible that due to the strong emotions in the present situation, the two sides may never come to an agreement. What *ever* happens, however, it is that Dr. Maxson must receive the support of those who wish UNLV to become the premier institution it has the potential to become. As a new staff person, I am impressed with what our institution has achieved during its less than 35 years of existence and what it may yet become. I can only hope that the Nevada Board of Regents and others will allow UNLV to continue to move toward the high standards of excellence that Dr. Maxson has moved to ward in the past eight years.

PHILIP M. RICCI  
 Management Sciences Assistant  
 University of Nevada at Las Vegas  
 Las Vegas, Nev.

## Portraying Christians as non-extremists

TO THE EDITOR:

I thank you very much for the refreshing and interesting article about Chester L. Quarles at the University of Mississippi ("Professor Offers Help to Missionaries Taken Hostage," February 19). There's so much "Christian bashing" going on in the media that it is sometimes made to feel paranoid about my faith. It is refreshing to read an article about a Christian who is making a positive contribution and who is not portrayed as a fundamentalist, a fanatic, or some other kind of extremist (which most of its are!).

DAVID E. SUMNER  
 Assistant Professor of Religion  
 Bell State University  
 Muncie, Ind.

## More federal money needed for research

TO THE EDITOR:

I would like to comment on the article on the change in NIH's Shared Instrumentation Program and its impact on major research universities ("Loss of Federal Grants for Expensive Equipment Upsets Scientists at Major Research Universities," February 26). As a representative of a small institution who was interviewed for that article, I want to emphasize that I share the concerns of scientists and administrators at larger institutions about the continuing

cuts in budgets not only for the support of the Biomedical Research Support Grant Program and the Shared Instrumentation Grant Program. The problem of deteriorating facilities, and obsolete instrumentation is one that is shared by large and small colleges and universities. The solution is not for NIH to be forced to pit one group against another, but for the government to provide adequate funding for the maintenance of the nation's research infrastructure.

ELIZABETH C. LIEBERMAN  
 Director of Office of Sponsored Research  
 Wellesley College  
 Wellesley, Mass.

## New interest in ethics ignites philosophers

TO THE EDITOR:

For the past several years, I, Perry's Point of View article, "Why Do Multiculturalists Ignore Anthropologists?" (March 4). Popular movements are often confused with new ideas, and dissenters are led to speak as if no one else has deviated thought and research to the topic.

A similar phenomenon is taking place in a renewed interest in ethics. Centers for ethics are springing up in colleges and universities around the country. These centers are often staffed by faculty with training in management, communications, medicine, law, and other professions. But, philosophers are rarely included in studies of "applied" ethics. As Mr. Perry finds with his colleagues, I often hear my fellow philosophers express sort of perverse relief when they find that their exclusion from ethics programs is not peculiar to their own campus.

Since Plato, ethics has been a major part of philosophers' concerns. Confronted people really by an philosophy produced by such important thinkers as Aristotle, David Hume, Immanuel Kant, John Stuart Mill, George Edward Moore, and John Rawls, and Stephen E. Toulmin. Ignorance of their work in meta-ethics as well as the wealth of recent journals filled with essays on applied ethics... results in really unsophisticated discussions that would hardly receive high marks in undergraduate philosophy classes.

Just as Mr. Perry expresses his pleasure that multidisciplinary research is being done, I want to emphasize that I share the concerns of scientists and administrators at larger institutions about the continuing

SOMEWHERE IN FRANCE



DORIS HAS A HANKERING FOR A GOOD OLD IDAHO POTATO

THE CHRONICLE OF HIGHER EDUCATION

view that we should "make better use of the knowledge we've acquired so far, including the mistakes of the past."

RON L. COOPER  
 Assistant Professor of Philosophy  
 St. Petersburg Junior College  
 St. Petersburg, Fla.

## Affirmative action and ethical recruiting

TO THE EDITOR:

I read with interest your March 11 "In 'Box' column, in which you reported on the Council of Colleges of Arts and Sciences' effort to encourage more "ethical" recruitment practices. Whenever I read something about affirmative action recruitment practices I look to see whether the author mentions the ethics of hiring substandard professors just to satisfy some quota. Usually, I am disappointed. No one ever seems to point out that it might be unethical to hire on the basis of something other than merit. Students—especially those at private schools—are paying very high tuition, and I think recruitment committees have an ethical duty to give them the very best faculty that money can buy. That means faculty must be hired solely on the basis of merit without regard to other factors. . . . It also is not fair to the non-white and/or non-male faculty who could be hired without affirmative action, since their qualifications will be suspect if the school that hires them is an affirmative action policy. Students and other faculty will never be able to determine, with any degree of confidence, whether these faculty members were hired on the basis of merit or because they happened to help meet some quota.

Diversity is not a legitimate goal. The "role model" argument that is sometimes given in favor of hiring on the basis of something other than merit will not hold up under analysis. Students do not need to have role models of their own culture, race, or sex. In fact, I doubt whether many students need role models at all, and models, for whatever reason, it does not follow that it is the university's job to provide them.

The goal of recruiting students of diverse backgrounds also is not a legitimate goal. If some students are chosen on the basis of anything other than merit, it means that the school will have to refuse admittance to

some students who are more meritorious because they are of the wrong racial or ethnic group. Such a policy is racist and increases rather than alleviates racial animosity. It is also descending to the groups that are favored on the basis of something other than merit. They will always carry a stigma, since they will feel that they were accepted because of their race or other non-merit attributes rather than ability.

RAYMOND W. MCCORMACK  
 Associate Professor of Accounting  
 Seton Hall University  
 South Orange, N.J.

## College teaching: Does anyone care?

TO THE EDITOR:

Your article "Colleges Expand Efforts to Help Teaching Assistants Learn to Teach" (March 4) was featured in the same issue of *The Chronicle* as an Opinion article, "Too Many Full Professors: A Top-Heavy Pyramid." Curious indeed! What is the well-paid full professors doing? suggest that they move out of their respective offices and/or research laboratories and into the classroom. Parents of undergraduate students are not paying skyrocketing tuition to have their children taught by graduate assistants, even "well prepared" ones with a whole semester of "training."

The credibility of higher education is being severely strained; doesn't anybody really care about the quality of undergraduate teaching and learning?

MARY JEAN W. PATTON  
 Professor of Biology  
 Director of In-Service Education  
 Jacksonville State University  
 Jacksonville, Ala.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

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## OPINION

April 8, 1992

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entive. Experiences with public school systems are encouraged to receive preference. Send resume, salary history, and letter of application, current resumes, transcripts, and three letters of reference to: **Dr. Stanley O. Open**, Department of Education, University of Illinois, 601 S. Mathews, Urbana, Illinois 61801. Salary: Open, depending on qualifications and experience. Rank: Open, depending on qualifications and experience. Closing date: August 27, 1992. Responsibilities: Teach courses in both upper

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Library, University Archivist, The Iowa State University Library Special Collection, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651,



## UNIVERSITY OF NEVADA, LAS VEGAS

**UNLV — one of the “rising stars of American higher education”**

**U.S. NEWS & WORLD REPORT**  
OCT. 18, 1988

## Here's Why

- ▲ UNLV's academic programs are receiving national and international recognition.
- ▲ UNLV is among the fastest growing universities in the nation. Fall 1991 enrollment reached 19,562, a 7.4 percent increase over the previous year.
- ▲ UNLV is a comprehensive Ph.D.-granting institution dedicated to both research and teaching. New Ph.D. include history, computer science, and civil engineering.
- ▲ UNLV recently opened the nation's only National Supercomputing Center for Energy and the Environment, housing a Cray Y-MP supercomputer.
- ▲ UNLV attracts millions of dollars annually in public and private support for research. More than 30 research centers enrich the university and the community.

- ▲ UNLV's Jazz Ensemble was named 1990 National Champion, and the Performing Arts Center regularly presents internationally recognized artists.
- ▲ UNLV is home to the 1990 NCAA National Champion men's basketball team. UNLV student athletes have competed successfully on a national level in all 14 intercollegiate programs.
- ▲ UNLV will break ground for classroom, architecture, and physical buildings totaling more than 250,000 square feet at a cost of \$49 million.
- ▲ UNLV has been named for three consecutive years to *U.S. News and World Report's* list of "up and coming" universities.
- ▲ UNLV offers an exciting, dynamic campus life, which includes 14 fraternities and 7 sororities, plus numerous other student organizations and activities.

**SHASTA COLLEGE**

1000

**Shasta College is accepting applications for the following position: Division Of:**

sectors. Film Arts. Application dead  
line: 4:00 p.m. May 4, 1992. Apply at  
Shasta College Personnel, 11555 Old  
Oregon Trail, P.O. Box 496006, Redding,  
CA 96049-6006, (916) 225-4666.  
AA/EOE.

## ADMISSIONS

## ADMISSIONS

**Associate Director of Admissions.** California School of Professional Psychology (CSPP) seeks a creative, energetic individual.

manage recruitment and admissions functions at the San Francisco administrative office of the School's 4-campus system. Requirements are: Bachelor's degree, three years of admissions experience, computer/PC knowledge, excellent oral, written, and interpersonal skills. Some recruitment travel involved. CSP's workforce and values reflect the School's commitment to diversity.

Resume by April 23 to Ms. Hanson, CSPP, 2749 Hyde Street, S. Francisco, CA 94109.

Library: Chief of Library Department, unexcess Department, Regional Federal postery. Responsible for acquisition, federal, state, local and limited foreign current documents, their distribution, special lists records; record maintenance.

numbers of four references to Alexander Orkistat, Collection Managers Office, Thomas Cooper Library, University of South Carolina, Columbia, South Carolina 29208-0103. The University of South Carolina is an affirmative action, equal opportunity employer.

Library Science Liaison (Track Track Library Faculty Appointment). Responsibilities include the overall management of the university's business services library, including: second advanced degree in library science; several years' relevant experience; for tenure, several years' relevant experience preferred; Salary Competitive and dependent upon qualifications. Screening will begin immediately; motion available upon request. For more information, contact: Dr. Robert L. Smith, Director, University of Illinois at Chicago, 440 S. Dearborn St., Chicago, IL 60607-7243. Phone: (312) 996-2331. Fax: (312) 996-2332. E-mail: [smithr@uic.edu](mailto:smithr@uic.edu).

June 1. Send vitae and names/addresses of three referees to Eugene T. Neely, Dean of Libraries, Adelphi University, Garden State, New Jersey 07642.







### Diagnostic Instrumentation and Analysis Laboratory

## MISSISSIPPI STATE UNIVERSITY

### Marketing Development Officer

Mississippi State University is seeking a skilled individual to serve as Marketing Development Officer for the Diagnostic Instrumentation and Analysis Laboratory (DIAL). This officer will report to the Director of DIAL, who is a member of MSU's most prestigious research laboratories. DIAL is an interdisciplinary program of engineers and scientists who have developed state-of-the-art optical, laser-based diagnostic instruments to measure critical parameters of various types of laser systems. The laboratory is undertaking two major initiatives: the construction of a new building and initiation of a comprehensive venture with a major Department of Energy Laboratory.

Candidates for this full-time, twelve-month, professional position should have at least three years' experience in higher education and marketing or equivalent experience in sales, business, or related fields. The ideal candidate must also possess a background in an engineering or scientific field. A laser-based degree is required. It is preferred that candidates have a proven record of successful fund-raising experience in major corporate, educational and professional organizations and public relations. Salary is commensurate with qualifications and experience.

Candidates must also have good communication and writing skills, and be willing to travel extensively.

Mississippi State University is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

Interested applicants should submit a letter of application, a copy of their resume, and a list of at least three references to:

Steve Shepard, Director of DIAL,  
Mississippi State University,  
P. O. Box 3800,  
Mississippi State, Mississippi 39762-3800

Applications will be accepted until the position is filled. The selection process is expected to be completed by June 1, 1992, and assignment to begin on or before July 1, 1992.

Mississippi State University is an Equal Opportunity Employer.

## Director of Corporate and Foundation Relations

### Indiana University School of Medicine

The Indiana University Foundation invites applications for the position of Director of Corporate and Foundation Relations—School of Medicine. The position reports to the Director, Corporate and Foundation Relations, School of Medicine, and will be based in Indianapolis.

**Qualifications:** Minimum of five years' corporate and/or foundation development experience and a bachelor's degree required. Capital campaign experience in a large university or health center highly desirable.

**Specific Responsibilities:**

1. Develop funding strategies for high priority capital and endowment needs of the School of Medicine.
2. Make presentations to corporate and foundation officials, both locally and nationally.
3. Develop written proposals in collaboration with physicians and researchers.

**Application Process:** Submit letter of application, resume, and three references prior to April 20, 1992. Send to:

Mr. Sharon White  
Director, Foundation Relations  
Indiana University School of Medicine  
400 University Drive  
Bloomington, Indiana 47402

EO/AAE

## CARS Information Systems

### REGIONAL SALES MANAGER

CARS Information Systems Corporation supplies administrative software to colleges and universities in the areas of admissions, financial aid, registrar, student affairs, alumni/development, and business office functions. CARS offers the most advanced technology available in administrative computer systems for higher education.

Due to expanding demand and opportunities, we are seeking individuals with experience in higher education administration to utilize their talents in consultative selling.

**RESPONSIBILITIES:** You will assist clients in solving administrative problems. Coordination of all sales activity in a geographic region, from lead generation through contracts, goal setting, budget management, contract administration and management.

**QUALIFICATIONS:** Position requires a Bachelor's degree, five years in college or university administration, proven management experience and excellent verbal and written communication skills. A strong background in sales is required. An advanced degree will also be a strong positive factor.

Submit letter of application and resume by April 21st to:

Robert O'Neill  
Director of Sales  
CARS Information Systems Corporation  
400 University Drive  
Bloomington, IN 47402  
(317) 598-6442

## BOWLING GREEN STATE UNIVERSITY

### Assistant Director of Small Group Housing and Greek Life

Responsible for selection, training and supervision of House Directors who are graduate assistants for 15 campus small group living units, coordination of the operation and programming for the living units, advisor to Interfraternity Council, liaison with Panhellenic Council, selected advisory tasks essential to the operation of the Office of Small Group Housing and Greek Life. The Assistant Director resides in a campus housing unit and is responsible for the management of the Office of Small Group Housing and Greek Life, 425 Student Services Building, Bowling Green, Ohio 43403. Bowling Green State University is an Affirmative Action, Equal Opportunity Employer and Educator.

and research, and development of new programs and services to meet the needs of the campus community.

**Qualifications:** Graduate degree in Social Work, Sociology, or related field. Minimum of two years' experience in higher education administration, preferably in a position of responsibility. Strong interpersonal and communication skills. Ability to work independently and as part of a team. Knowledge of campus life and Greek life. Experience in student development, counseling, and supervision. Ability to manage a budget and oversee staff. Experience in working with diverse groups of students. Knowledge of campus policies and procedures. Ability to handle confidential information. Experience in crisis intervention. Knowledge of campus resources and services. Ability to provide guidance and support to students. Experience in working with faculty and staff. Knowledge of campus history and traditions. Ability to represent the university in the community. Experience in fundraising and development. Knowledge of campus safety and security. Ability to respond to emergencies. Experience in working with international students. Knowledge of campus health and wellness services. Ability to promote a healthy lifestyle. Experience in working with students with disabilities. Knowledge of campus accessibility services. Ability to ensure compliance with federal and state laws. Experience in working with alumni and donors. Knowledge of campus fundraising and development. Ability to build and maintain relationships with the community. Experience in working with the media. Knowledge of campus public relations. Ability to handle crises and emergencies. Experience in working with campus organizations and groups. Knowledge of campus student organizations. Ability to provide leadership and guidance to students. Experience in working with campus faculty and staff. Knowledge of campus administrative services. Ability to ensure efficient operation of the office. Experience in working with campus students. Knowledge of campus student life. Ability to provide a positive campus experience. Experience in working with campus faculty and staff. Knowledge of campus administrative services. Ability to ensure efficient operation of the office. Experience in working with campus students. Knowledge of campus student life. Ability to provide a positive campus experience.

For consideration, submit letter of application, resume, and three references to:

Dr. James H. Hines  
Director of Student Development  
Bowling Green State University  
425 Student Services Building  
Bowling Green, Ohio 43403

## CONTROLLER

### Immediate Opening

Applications and nominations are invited for an immediate opening for the position of Controller to manage and coordinate the institution's accounting functions and practices, including the preparation of financial statements, general ledger, and accounts payable and receivable. The Controller will also be responsible for the institution's financial planning, budgeting, and financial reporting. The Controller will be responsible for the institution's financial management and will be a member of the institution's senior management team.

**Qualifications:** The institution is a private, non-profit research and educational organization, with an endowment of approximately \$100 million. The Controller will be responsible for the institution's financial management and will be a member of the institution's senior management team.

**Specific Responsibilities:**

1. Develop funding strategies for high priority capital and endowment needs of the School of Medicine.
2. Make presentations to corporate and foundation officials, both locally and nationally.
3. Develop written proposals in collaboration with physicians and researchers.

**Application Process:** Submit letter of application, resume, and three references prior to April 20, 1992. Send to:

Mr. Sharon White  
Director, Foundation Relations  
Indiana University School of Medicine  
400 University Drive  
Bloomington, Indiana 47402

EO/AAE

## WOODS HOLE OCEANOGRAPHIC INSTITUTION

### Box 544PA Woods Hole, MA 02543

An equal opportunity/affirmative action employer M/F/D/V

## DIRECTOR

### CENTER FOR COUNSELING AND LIFESTYLE EDUCATION

The University of Hartford seeks an individual to assume responsibility for the Center for Counseling and Lifestyle Education. The Center is a new initiative of the University of Hartford, designed to provide a comprehensive approach to student development and personal growth. The Center will be responsible for the development and implementation of programs and services that promote student well-being and personal growth. The Center will be a key component of the University's commitment to student development and personal growth.

**Qualifications:** The Director will be responsible for the development and implementation of programs and services that promote student well-being and personal growth. The Director will be a key component of the University's commitment to student development and personal growth.

**Application Process:** Submit letter of application, resume, and three references to:

Mark Buzi  
Human Resources Development  
UNIVERSITY OF HARTFORD  
200 Blamford Ave.  
West Hartford, CT 06117  
An Equal Opportunity Employer

## SAINT MARY'S COLLEGE OF MINNESOTA

### Office of Multicultural Affairs

Carlton College is currently seeking an Assistant Director/Office of Multicultural Affairs. The position is a full-time position and will be based in Carlton, Minnesota. The position is responsible for the development and implementation of programs and services that promote multicultural understanding and respect. The position will be a key component of the University's commitment to multicultural understanding and respect.

**Qualifications:** The Assistant Director/Office of Multicultural Affairs will be responsible for the development and implementation of programs and services that promote multicultural understanding and respect. The position will be a key component of the University's commitment to multicultural understanding and respect.

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## BULLETIN BOARD: Positions available

## CARLETON COLLEGE

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## WOODS HOLE OCEANOGRAPHIC INSTITUTION

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## ECKERD COLLEGE

### ST. PETERSBURG, FLORIDA

#### DIRECTOR OF INSTITUTIONAL RESEARCH AND PLANNING

Description: The Director of Institutional Research and Planning reports to the President and oversees the Institutional Research Program of Eckerd College and for staffing and coordinating all long range planning of the College. The position includes planning, analysis, and evaluation of the College's performance, including:

1. continuing on-going evaluation of the impact of Eckerd College and its programs on students as a basis for setting priorities and planning for future development and research, and for conducting related studies;
2. coordination of all institutional research and long range planning efforts of the College;
3. assurance of compliance with SACSCS Section III; institutional effectiveness of the Accredited Institution;
4. communication of current developments in higher education in the background for Eckerd College program evaluation and innovation;
5. development of proposals and position papers as stimulus for discussion of Eckerd College's purpose, educational mission, and principles, and program effectiveness, and to stimulate progress for educational improvement;
6. maintenance of comprehensive data on selected past institutions and longitudinal data for Eckerd College for use in planning;
7. work as special advisor of value to the College;
8. planning, implementation, and evaluation of the psychology degree of Eckerd College, with emphasis on the liberal arts, education, private, liberal arts college with 1,300 undergraduates, residential full-time faculty members deliver a comprehensive curriculum by consent to the Presbyterian Church.

The application deadline is May 16 for position starting August 1, 1992. Salary is competitive and commensurate with experience. Applications including a letter of application, curriculum vitae, and three current letters of references should be directed to:

Joan Fry, Executive Assistant to the President  
3609 44th Avenue South  
St. Petersburg, Florida 33711  
Equal Opportunity Employer

## VIRGINIA COMMONWEALTH UNIVERSITY

### Assistant Director of Financial Aid Counseling Services

The Assistant Director is responsible for the day-to-day operations of the Academic Office of Financial Aid. Responsibilities include the coordination of all financial aid programs, including the administration of federal, state, and institutional aid. The position requires a minimum of five years of experience in financial aid administration, a master's degree in education or a related field, and a strong background in counseling and student development. The position is open to individuals who are committed to the advancement of higher education and who are able to work effectively with students and faculty. Applications should be submitted to the Director of Financial Aid, Office of Financial Aid, Virginia Commonwealth University, P.O. Box 8000, Richmond, VA 23298-8000.

VCU is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

Norfolk Area Public Health Bureau is seeking a highly motivated individual to fill the position of Health Educator. The position involves working with the community to promote health and prevent disease. The ideal candidate will have a bachelor's degree in health education or a related field, and at least two years of experience in health education. The position is open to individuals who are committed to the improvement of public health and who are able to work effectively with the community. Applications should be submitted to the Director of Health Education, Norfolk Area Public Health Bureau, 1000 West 17th Street, Norfolk, VA 23510.

Norfolk Area Public Health Bureau is seeking a highly motivated individual to fill the position of Health Educator. The position involves working with the community to promote health and prevent disease. The ideal candidate will have a bachelor's degree in health education or a related field, and at least two years of experience in health education. The position is open to individuals who are committed to the improvement of public health and who are able to work effectively with the community. Applications should be submitted to the Director of Health Education, Norfolk Area Public Health Bureau, 1000 West 17th Street, Norfolk, VA 23510.

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## ANTIOCH UNIVERSITY

### Director of Institutional Research

#### The University of Alabama

The Director is responsible for the development and dissemination of institutional research, policy analysis, and analytical studies pertaining to the University of Alabama. The Director will oversee the Institutional Research Program of Antioch University of Alabama, which includes the collection, analysis, and interpretation of data on the University's performance. The Director will also be responsible for the development of reports and proposals on institutional research. The position requires a minimum of five years of experience in institutional research, a master's degree in education or a related field, and a strong background in data analysis and report writing. Applications should be submitted to the Director of Institutional Research, Antioch University of Alabama, 1000 University Drive, Birmingham, AL 35296.

## Sam Houston State University

### Department of Residence Life

#### Residence Hall Director

Sam Houston State University, with 86 undergraduate, 70 graduate, and one doctoral program, is the 10th largest state-assisted institution of higher education in Texas. Approximately 13,000 students and 450 full and part-time faculty enjoy the advantages of picturesque Huntsville, Texas located universities, 60 miles south of campus.

The Department of Residence Life is committed to the education and development of our diverse residential population of 3,300. The Residence Hall Director position includes responsibility for the operational and administrative management of the department. The position requires a minimum of five years of experience in residence life administration, a master's degree in education or a related field, and a strong background in student development and campus safety. Applications should be submitted to the Director of Residence Life, Sam Houston State University, P.O. Box 21000, Huntsville, TX 77241-2100.

## Sam Houston State University

### Department of Human Resources

#### Human Resources Director

Sam Houston State University is an Equal Opportunity, Affirmative Action Institution.

## DIRECTOR OF MANAGEMENT INFORMATION SYSTEM

Silliman College is recruiting an MIS Director to develop, administer, and coordinate a campus-wide computer system. The ideal applicant will demonstrate management, computer, and communication skills. The position requires a minimum of five years of experience in computer systems administration, a master's degree in computer science or a related field, and a strong background in management and communication. Applications should be submitted to the Director of Management Information Systems, Silliman College, P.O. Box 1000, Silliman, MO 64682.

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## Cazenovia College

### Search Extended

#### PROGRAM DIRECTOR

##### Child Studies/Early Childhood Education

Cazenovia College seeks an Assistant Professor for a tenure track position starting September 1, 1992. In addition to directing academic programs in the Early Childhood Education, Day Care Administration and Special Education, the Director will be able to participate in the interdisciplinary B.S. in Applied Arts and Sciences program. The College provides excellent teaching and research opportunities. The position requires a minimum of five years of experience in child studies or early childhood education, a master's degree in education or a related field, and a strong background in program development and research. Applications should be submitted to the Director of Search, Cazenovia College, P.O. Box 13033, Cazenovia, NY 13033.

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## PITZER COLLEGE

### Registrar

Pitzer College is accepting applications for the position of Registrar. This is a full-time position reporting to the Dean of Faculty. The Registrar provides leadership for a staff of three in managing and maintaining all aspects of student registration records. Primary responsibilities include: organizing the student registration process, including planning, implementation, and evaluation; maintaining the student registration system; and providing information and advice to students and faculty. The position requires a minimum of five years of experience in registration, a master's degree in education or a related field, and a strong background in data management and communication. Applications should be submitted to the Director of Search, Pitzer College, P.O. Box 13033, Cazenovia, NY 13033.

## MUSKINGUM COLLEGE

### Director of Admission

Muskingum College invites applications and nominations for the position of Director of Admission. The Director reports to the President and oversees the admission process. The position requires a minimum of five years of experience in admission, a master's degree in education or a related field, and a strong background in student development and communication. Applications should be submitted to the Director of Search, Muskingum College, P.O. Box 13033, Cazenovia, NY 13033.

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## Climate Modeling, Analysis & Prediction (CMAP) Scientist I and II Positions

### Climate and Global Dynamics Division

#### National Center for Atmospheric Research

##### Boulder, Colorado

The Climate and Global Dynamics (CGD) Division of the National Center for Atmospheric Research (NCAR) in Boulder, Colorado, announces 2-4 openings for Climate Modeling, Analysis & Prediction (CMAP) scientists. The CMAP program will support research in climate analysis, modeling, and prediction. The position requires a minimum of five years of experience in climate modeling, a master's degree in climate science or a related field, and a strong background in data analysis and communication. Applications should be submitted to the Director of Search, NCAR, P.O. Box 13033, Cazenovia, NY 13033.

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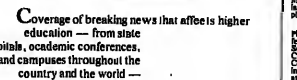
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Coverage of breaking news that affects higher education — from state capitals, academic conferences, and campuses throughout the country and the world —

every week in The Chronicle.





University, Los Angeles. Involves applica-  
tion of DIT to AAEOE.













## SWT

### ASSOCIATE VICE PRESIDENT FOR STUDENT AFFAIRS AND DIRECTOR OF ENROLLMENT MANAGEMENT

#### SOUTHWEST TEXAS STATE UNIVERSITY

Southwest Texas State University invites applications and nominations for the position of Associate Vice President for Student Affairs and Director of Enrollment Management. Southwest Texas is a comprehensive university of 22,000 students offering bachelors and masters degrees. The university is located in the scenic Texas hill country at the headwaters of the San Marcos River in the community of San Marcos between Austin and San Antonio.

**DUTIES AND RESPONSIBILITIES:** The Associate Vice President serves as the chief deputy to the Vice President, coordinates, in collaboration with the department director, the division's strategic planning process, assessment and research program, staff development program, budget and monitoring process, computer information systems, and program development initiatives. She/he handles constituent concerns directed to the Vice President's office, serves on numerous committees, oversees the major projects within the Vice President's office, handles related writing assignments and supervises a staff of four in the Vice President's office.

As the Director of Enrollment Management, she/he coordinates and facilitates the implementation of the University's enrollment management program through the vice president of the University and in consultation with the Enrollment Management Committee. She/he works closely with the Director of Assessment and the Assistant Vice President for Planning and Academic Affairs in developing data and analyses that guide enrollment management in developing the University's enrollment management plan, in the role of the Vice President of Enrollment Management, the incumbent reports jointly to the Vice President for Student Affairs and the President. The Director must report to the President and Vice President on the progress of enrollment management. The incumbent must report to the President on the progress of enrollment management.

**QUALIFICATIONS:** The successful candidate will have extensive experience and knowledge of student affairs functions and issues, understand thoroughly enrollment management strategies, including recruitment and retention of students, experience with assessment and research, and experience with program development. Must have a demonstrated ability to develop and implement enrollment management strategies and possess excellent communication and organizational skills. A graduate degree in a relevant field and/or demonstrated leadership in a college campus is preferred. Doctorate preferred, commitment to and demonstrated record of assisting a diverse population in college campus.

**APPLICATIONS:** Submit a letter of application and resume, together with a one-page letter of endorsement from a Vice President or a faculty member, to the Vice President for Student Affairs, Southwest Texas State University, 601 University Dr., San Marcos, TX 78668; Phone 231-2416 ext. 410.

Review of applications will begin May 1 and will continue until the position is filled.

SWT is an AA/EEO Employer.

## VICE PRESIDENT FOR ACADEMIC AFFAIRS

### SEARCH EXTENDED

Nassau Community College invites applications from candidates with vision and experience for the position of Vice President for Academic Affairs. The Vice President serves as a member of the president's cabinet and supervises and is responsible for the college's academic programs.

Candidates must have significant leadership experience and a demonstrated ability to work with diverse constituencies within a college setting. The candidate must have a minimum of 10 years of academic administrative experience, including experience in the areas of curriculum development, assessment, and institutional research. The candidate must have a demonstrated ability to work with diverse constituencies within a college setting.

Nassau Community College is one of the largest two-year institutions on one campus in the nation and has a diverse population of 22,000 students. The college offers a wide range of liberal arts and sciences programs, including pre-engineering, pre-law, pre-medical, and pre-nursing. The college is also a leader in the field of continuing education and offers a wide range of non-credit courses.

The preferred appointment date for this twelve-month academic position is August 1, 1992. Salary is commensurate with qualifications and experience. Excellent benefits package provided.

Letters of application with detailed curriculum vitae and three references should be mailed by April 15, 1992, to:

Mr. Harold Bellinger, Affirmative Action Office  
NASSAU COMMUNITY COLLEGE  
ONE EDUCATION DRIVE, GARDEN CITY, NEW YORK 11530-5720

**Special Education Assistant Professor:** The University of Wisconsin-La Crosse invites applications for the position of Special Education Assistant Professor. The position is a full-time, tenure-track position. The candidate must have a Ph.D. in Special Education and a minimum of five years of experience in a college setting. The candidate must have a demonstrated ability to work with diverse constituencies within a college setting.

**Service:** Qualifications include a Ph.D. in a relevant field, a minimum of five years of experience in a college setting, and a demonstrated ability to work with diverse constituencies within a college setting. The candidate must have a demonstrated ability to work with diverse constituencies within a college setting.

## Vice President for Information Services

### NORTHWESTERN UNIVERSITY

Northwestern University, a comprehensive research university located in Evanston, Illinois, with a campus of 2,200 students, seeks a Vice President for Information Services to be responsible for leadership, strategic planning, management, and coordination in applying state-of-the-art information technology to all aspects of the University's educational, administrative, and research activities. Reporting to the President, the Vice President works with the Provost, Chief Financial Officer, deans, faculty, and other administrators and manages an immediate organization of 115, with a budget of \$7.2 million. The computing environment includes a mainframe, six microcomputer labs, a workstation lab, and a telecommunications organization. The successful candidate will have a vision of ways to capture the benefits of information technology for higher education; a record of progressively responsible management experience in this field; broad technical knowledge; and the ability to foster a cooperative relationship structure through which efficient user-oriented systems can be developed.

In order to ensure full consideration, resumes must be received by April 27, 1992. Letters of recommendation will be reviewed in conjunction with the application and resumes will be reviewed in conjunction with the application.

William J. Bowen  
Sulta 2800  
125 South Western Drive  
Chicago, IL 60606

Northwestern University is an Affirmative Action, Equal Opportunity Employer and especially welcomes applications from women and minorities.

## PROVOST

### The New College of Global Studies

#### RADFORD UNIVERSITY

Radford University is seeking a Provost for a New College of Global Studies currently in the planning phase. The new college will be designed to meet the growing need for globally-oriented undergraduate and graduate students, with the potential for graduate programs to be developed as needed in the future. The new college will be a multidisciplinary, multi-faceted institution, with a focus on global studies and international affairs. The Provost of the new college will be responsible for the overall management and coordination of the college's activities. The Provost will be responsible for the overall management and coordination of the college's activities.

The position of Provost affords unusual potential and exciting opportunity for a person with global perspective and the creativity to respond to change. The position is a strong record of academic achievement, together with the ability to develop, lead, and administer a program of global studies. The successful candidate must have a demonstrated ability to work with diverse constituencies within a college setting. The candidate must have a demonstrated ability to work with diverse constituencies within a college setting.

**Applications and nominations should be sent to:**  
Provost Search Committee  
Box 9973  
Radford University  
Radford, VA 24143

Applications will be accepted until the position is filled.

Radford University is a state-supported comprehensive university with an enrollment presently limited to approximately 5,000 students. Located in the city of 15,000 and approximately 100 miles from Washington, D.C., the 154-acre university campus is located about 45 minutes from the Roanoke Regional airport.

Radford University is an AA/EEO Employer. Applications from women and minorities are encouraged.

**Special Education Assistant Professor:** The University of Wisconsin-La Crosse invites applications for the position of Special Education Assistant Professor. The position is a full-time, tenure-track position. The candidate must have a Ph.D. in Special Education and a minimum of five years of experience in a college setting. The candidate must have a demonstrated ability to work with diverse constituencies within a college setting.

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## Cabrillo College

### Santa Cruz County, California

The Cabrillo Community College District Governing Board invites applications for the position of:

## Vice President/Assistant Superintendent

Commanding a sweeping view of Monterey Bay on the California Central Coast, Cabrillo College is a comprehensive two-year community college. The instructional program reflects co-equal priorities: academic preparation for transfer and career training in more than 20 technical disciplines. The college also offers continuing education, is a partner in local economic development, and serves as a cultural center for its community. Credit enrollment is about 14,500.

The Vice President/Assistant Superintendent provides administration and leadership for the instructional program. The successful candidate will demonstrate:

- Commitment to the mission of a comprehensive community college
- Competence in instructional and facilities planning, fiscal and program management, contract administration, and other administrative skills
- Dedication to academic excellence, expertise in the teaching and learning process, and ability to promote instructional innovation
- Effectiveness as a leader and communicator

**Application Deadline:** 5 p.m., Tue., May 26, 1992  
Forward inquiries and requests for materials which fully describe the position, qualifications, and process to:

Secretary to the Governing Board  
Cabrillo College  
6500 Soquel Drive, Aptos, CA 95003  
408-473-5302

An Equal Opportunity/Affirmative Action Employer

## Armstrong State College

### Savannah, Georgia

## Executive Director for Development and College Relations

Armstrong State College invites nominations and applications for the position of Executive Director for Development and College Relations. The position is a full-time, tenure-track position. The candidate must have a Ph.D. in a relevant field and a minimum of five years of experience in a college setting. The candidate must have a demonstrated ability to work with diverse constituencies within a college setting.

The Executive Director is the officer responsible to the President for generating greater understanding of and support for the college. The Executive Director plans and organizes strategies for fund raising and oversees the college's relations with other colleges, public relations, and public information. The Executive Director oversees the college's relations with other colleges, public relations, and public information.

**Qualifications for the position include:**

- A minimum of three years of experience in directing fund-raising campaigns, preferably with a public college.
- A demonstrated ability to work with diverse constituencies within a college setting.
- A demonstrated ability to work with diverse constituencies within a college setting.

The position is available immediately. The salary is commensurate with qualifications and experience. Application deadline: May 1, 1992. Applications should be sent to the address below, with curriculum vitae, references, and a letter of recommendation.

Dr. Lorie R. Clark  
Search Committee for Executive Director  
Armstrong State College  
11535 Ashford  
Savannah, GA 31419-1997

Armstrong State College is an Equal Opportunity Employer. Applications from women and minorities are encouraged.

**Special Education Assistant Professor:** The University of Wisconsin-La Crosse invites applications for the position of Special Education Assistant Professor. The position is a full-time, tenure-track position. The candidate must have a Ph.D. in Special Education and a minimum of five years of experience in a college setting. The candidate must have a demonstrated ability to work with diverse constituencies within a college setting.

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## CLEVELAND STATE UNIVERSITY

### PRESIDENT OF THE UNIVERSITY

The Board of Trustees of Cleveland State University invites nominations and applications for the position of President. An appointment is expected to be made by the Fall of 1992. CSU is a growing, urban university. Founded in 1942, the University offers a broad mix of bachelors and graduate programs in the humanities, natural sciences and social sciences, as well as the professions. The University is organized around six colleges: Arts and Sciences, Business Administration, Engineering, Law and Urban Affairs, Law, and the College of Education. The University has a faculty of over 500, serving a diversified student body of over 19,000; more than one-fourth are graduate students.

The President has overall academic and administrative leadership responsibilities for the University and reports to the Board of Trustees. Candidates should possess an earned doctorate or other terminal degree and demonstrate a continuing commitment to academic excellence. Significant academic leadership experience is essential. The successful candidate will show a clear understanding of the opportunities for growth in an urban university and a creative sense of how to further the University's teaching and research missions. The President must be a community-minded individual with a strong commitment to open access to educational opportunities.

For most favorable consideration, letters of nomination and applications with curriculum vitae and references should be received by May 15, 1992, and sent to:

Judge Alvin I. Kranzler  
Chairman, CSU Presidential Search Committee  
c/o Heidrick and Struggles  
1100 Superior Avenue, Suite 830  
Cleveland, Ohio 44114

## CSU Cleveland State University

An equal opportunity, affirmative action employer.

## Vice President/ Administrative Services

The Glendale Community College District invites applications for the position of Vice President/Administrative Services. The Vice President reports directly to the Superintendent/President. This is a 12-month Executive Management position.

**QUALIFICATIONS:** A minimum of graduation from an accredited college or university with a degree in Business Management, Accounting, Economics, Finance or Public Administration, or a related field. An advanced degree is desirable. At least five years of successful experience in a managerial level position. Additional highly desirable qualifications include proven ability to supervise and motivate lower and middle level staff; demonstrated skill in budgeting, planning, project leadership, and personnel management; and experience in school district business management at any level preferred.

**APPLICATION DEADLINE:** April 24, 1992.

**THE SELECTION PROCESS:** Applications must consist of the official District application form, resume, three letters of reference, and copies of college transcripts. Glendale Community College is an equal opportunity employer, and all candidates must satisfy certain minimum experience and education requirements and participate in competitive selection procedures.

**SALARY AND BENEFITS:** Beginning salary will be commensurate with the background and experience of the final candidate with appropriate placement on the Management Salary Schedule. The annual 1991-92 salary is \$66,888 - \$84,664 (6 steps).

Inquiries for this position should be directed to:

Office of Human Resources  
GLENDALE COMMUNITY COLLEGE DISTRICT  
1800 North Verdugo Road  
Glendale, CA 91208-9894  
(818) 240-1000 Ext. 878 & 478

**Special Education Assistant Professor:** The University of Wisconsin-La Crosse invites applications for the position of Special Education Assistant Professor. The position is a full-time, tenure-track position. The candidate must have a Ph.D. in Special Education and a minimum of five years of experience in a college setting. The candidate must have a demonstrated ability to work with diverse constituencies within a college setting.

**Service:** Qualifications include a Ph.D. in a relevant field, a minimum of five years of experience in a college setting, and a demonstrated ability to work with diverse constituencies within a college setting. The candidate must have a demonstrated ability to work with diverse constituencies within a college setting.

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## DEAN OF INSTRUCTION

The College of Education at Cleveland State University invites applications for the position of Dean of Instruction. The position is a full-time, tenure-track position. The candidate must have a Ph.D. in Education and a minimum of five years of experience in a college setting. The candidate must have a demonstrated ability to work with diverse constituencies within a college setting.

**Qualifications:** A minimum of graduation from an accredited college or university with a degree in Education. A minimum of five years of experience in a college setting. The candidate must have a demonstrated ability to work with diverse constituencies within a college setting.

**Application Deadline:** April 24, 1992.

**Salary and Benefits:** Beginning salary will be commensurate with the background and experience of the final candidate with appropriate placement on the Management Salary Schedule. The annual 1991-92 salary is \$66,888 - \$84,664 (6 steps).

**Application Process:** Applications must consist of the official District application form, resume, three letters of reference, and copies of college transcripts. Glendale Community College is an equal opportunity employer, and all candidates must satisfy certain minimum experience and education requirements and participate in competitive selection procedures.

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## VICE PRESIDENT FOR ADMINISTRATION AND FINANCE

Marquette College invites applications and nominations for the position of Vice President for Administration and Finance.

The College: Marquette College is a distinguished private, non-sectarian liberal arts college with a primarily residential enrollment of 1,300 and a 13:1 student-faculty ratio. The College houses the sixteenth oldest chapter of Phi Beta Kappa and has recently been ranked the "Number 1 regional liberal arts college in the Midwest" by U.S. News & World Report. The College has a wide variety of traditional liberal arts majors, special curricula in petroleum engineering, sports medicine, and mass media, and two master's degree programs. Through its McDonough Center for Leadership and Business, the College is committed to the cross-curricular development of citizen-leaders.

**The Position:** The Vice President for Administration and Finance is the Chief Financial Officer of the College. He or she is directly responsible to the President for the administration, direction and quality of business and financial operations, investments, insurance programs, capital projects, and budget preparation. Areas which report to this person include the Comptroller's Office, physical plant, nonacademic personnel, postal service, and auxiliary enterprises.

**The Candidate:** The preferred candidate will be an unusual leader and manager. He or she must be a skilled financial analyst and a people-person with skills in negotiation. This person will be crucial in the implementation of the campus total quality movement. The successful candidate will have significant administrative and fiscal experience involving the management and operation of business and financial affairs in higher education or a comparable organization.

Initial screening will begin on April 25, 1992. The new Vice President for Administration and Finance should be prepared to begin his or her duties late this summer.

Direct nominations or letters of application with a complete resume and the names, addresses, and telephone numbers of three references to: Fr. Edward Osborne, Chair; Vice President, Administration and Finance Search Committee; Marquette College; Box P-27; Marquette, OH 45750.

## Marquette College

Marquette College is an affirmative action and equal opportunity employer and employee. Women and minorities are encouraged to apply.

## NAPA Valley College

## EDUCATIONAL ADMINISTRATION OPENING

Part of the California Community College System, Napa Valley College enrolls approximately 9,000 students each term in credit, non-credit, and community services classes. Situated on a beautiful 180-acre campus in the heart of California's wine country, Napa Valley College is located 50 miles northwest of San Francisco. The College is seeking qualified applicants for the following educational administration position:

**Vice President, Instruction:** Reporting to the Superintendent/President, the Vice President is responsible for leadership, planning, organizing, directing, supervising, and evaluating instruction. A master's degree is required. Leading candidates will have successful teaching and instructional administration experience in higher education community college experience is desirable. Current annual salary \$77,130 (excellent fringe benefit package). Hiring deadline May 29, 1992, for application procedures contact Office of Human Resources, 2277 Napa Valley Highway, Napa, CA 94558 (707) 253-3558.

**NAPA VALLEY COLLEGE IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.**

**NAPA VALLEY COLLEGE MAINTAINS A DRUG-FREE WORKPLACE AND REQUIRES THAT EMPLOYEES ABIDE BY THAT POLICY.**

**For full consideration, nominations and applications should be sent by May 1, 1992 to:**

Vice President Marilyn McCoy  
Chair, Search Committee  
Napa Valley Community College  
633 Clark Street  
Evanston, Illinois 60208

**Special Education Assistant Professor:** The University of Wisconsin-La Crosse invites applications for the position of Special Education Assistant Professor. The position is a full-time, tenure-track position. The candidate must have a Ph.D. in Special Education and a minimum of five years of experience in a college setting. The candidate must have a demonstrated ability to work with diverse constituencies within a college setting.

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## VICE-PRESIDENT For Student Affairs

The Vice-President for Student Affairs is an officer of the University and serves as a member of the President's staff with responsibility for providing leadership for student affairs.

The Vice-President is responsible for providing direction in the following areas:

- Developing and coordinating programs encompassing student activities and conduct, counseling, guidance, student health, housing, food and other campus placement.
- Serving as an advocate of student needs while participating in University policy making.
- Overseeing budget and ongoing operations consisting of approximately 240 professionals and support staff.

The qualified candidate should have significant administrative experience relevant to student affairs, strong managerial skills and a demonstrated record of achievement, preferably in a comparable educational environment. An earned doctorate is preferred but not necessary.

For full consideration, nominations and applications should be sent by May 1, 1992 to:

Vice President Marilyn McCoy  
Chair, Search Committee  
Northwestern University  
633 Clark Street  
Evanston, Illinois 60208

**Special Education Assistant Professor:** The University of Wisconsin-La Crosse invites applications for the position of Special Education Assistant Professor. The position is a full-time, tenure-track position. The candidate must have a Ph.D. in Special Education and a minimum of five years of experience in a college setting. The candidate must have a demonstrated ability to work with diverse constituencies within a college setting.

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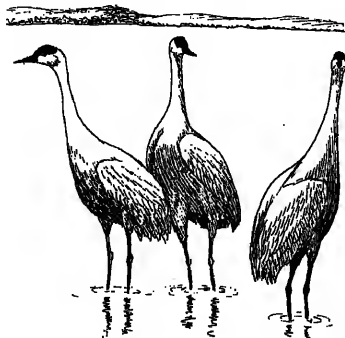
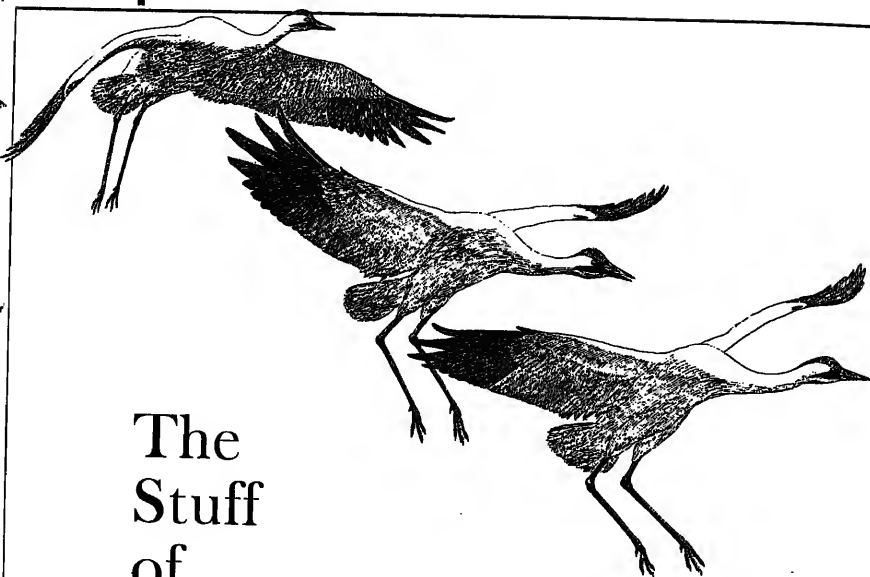
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## End Paper

## The Stuff of Magic



CRANES ARE THE STUFF OF MAGIC, whose voices penetrate the atmosphere of the world's wilderness areas, from Arctic tundra to the South African veld, and whose footprints have been left on the wetlands of the world for the past 60 million years or more. They have served as models for human ritual dances in places as remote as the Aegean, Australia, and Siberia. Whistles made from their wing bones have given courage to Crow and Cheyenne warriors of the North American Great Plains, who ritually blew on them as they rode into battle. These birds' wariness, gregariousness, and regularity of migratory movements have stirred the hearts of people as far back as medieval times and probably long before, and their sagacity and complex social behavior have provided the basis for folklore and myths on several continents. Their large size and humanlike appearance have perhaps been a major reason why we have so often been in awe of cranes, and why we have tended to bestow so many human attributes upon them.

Cranes have also provided the basis for a surprising number of English words that we no longer associate with them. The Greek word for cranes, *gerano* (or *geranois*), apparently was based on the myth that cranes constantly wage warfare on a tribe of Pygmies, the ruler of whom was named Gerania and had been transformed into a crane by Juno and Diana for neglecting the gods. (A similar myth in India refers to warfare between dwarfs and the fabulous garuda bird.) The geranium plant is so named because of the similarity of the long and pointed seed capsule to a crane's bill. The Romans referred to the cranes as *grues*, apparently from the sound of their calls. The related Latin word *congruere*, meaning to agree, is the basis for the modern English word "congruence," and both derive from the highly coordinated and cooperative behavior typical of cranes. Likewise, "pedigree" is derived from the French *ped de grue*, meaning "foot of a crane," and is based on the characteristic branching pattern of a genealogy. Finally, "hoodwinking" is derived from the practice of sewing shut the eyes of captured cranes in order that they can be more readily tamed and fattened for the pot.

The text and illustrations above are by Paul A. Johnsgard, professor of biological sciences at the University of Nebraska. They are from Crane Music: A Natural History of American Cranes. Copyright © 1991 the Smithsonian Institution Press.

## House Dashes Hopes of 'Peace Dividend' for Colleges

Continued From Page A25  
overwhelming support that both houses of Congress had shown for bills reauthorizing the Higher Education Act. But the failure to take down the so-called spending walls made it clear that lawmakers would have little money for increases in student aid.

College lobbyists conceded last week that they would have to lower their sights and seek a maximum Pell Grant of \$2,800 for academic 1993-94, up from the current \$2,400. That figure is well below the \$3,600 that the Senate proposed in its reauthorization bill or the \$4,500 in the House bill.

Even \$2,800 seemed optimistic last week after Congressional sources said that the Education Department was preparing to announce a major shortage of Pell Grant funds for academic 1992-93. The sources said Administration officials had indicated that the \$5.5-billion appropriated for fiscal 1992 could be more than \$1-billion short of the expected demand in 1992-93.

## Confusion Over a Shortfall

It was not clear whether the \$1-billion included, or was in excess of, a \$332-million shortfall that President Bush sought financing for in his January budget request.

An Education Department spokeswoman said last week that she could not confirm reports of the shortfall. The spokeswoman, who cited a department policy in requesting anonymity, said officials were standing by their request for \$332-million and were continuing to analyze data concerning demand for Pell Grants.

If Congress does not allocate 1993 funds to eliminate the shortfall, the Education Department would be forced to end grants this fall for the least-needy Pell Grant recipients, starting with those who get \$200 and possibly including those who receive \$400 or more. More than a million others could have their grants reduced.

## College Lobbyists Glum

Many observers expect Congress to find the \$1-billion, or a substantial portion of it, to enable students to get their full grants in the fall. But the lawmakers would then be unable to provide much of an increase for 1993-94. They also would have trouble finding money for several programs created in the reauthorization that are intended to encourage more schoolchildren to attend college and to reward needy students who excel.

College lobbyists and student leaders were glum last week. Many had viewed the effort to allow transfers from the military to domestic accounts as their last hope for raising education spending in fiscal 1993, and the reports of the Pell Grant shortfall made matters worse.

"It's as close to a worst-case scenario as we can get, given the expectations we had for these programs," said Edward M. Elmendorf, vice-president for governmental relations at the American Association of State Colleges and Universities.

If the changes in spending limits had been approved, the House was prepared to proceed with a plan to add \$3.7-billion to the Education Department's "discretionary" spending, which is now \$22.6-billion. Discretionary spending does not include "entitlements," such as the student-loan programs.

The Bush Administration, which opposed transfers between military and domestic accounts, has proposed a \$1.6-billion increase in discretionary spending.

The defeat, however, left the House supporting a fallback plan that would increase the Education Department's discretionary budget by \$1.7-billion. Even that figure is

not concrete, however, because the Senate has not agreed to the spending plan and Appropriations Committees in both houses are not required to follow the blueprint.

## Spirited Debate

The debate over taking down the spending walls was spirited.

"Our economic competitors are

cllobbering our brains out in manufacturing and trade, and we're debating whether it makes sense to spend a little more money educating the next generation, insuring a healthy work force, rebuilding our infrastructure, and discovering new technologies," said Rep. John Conyers, Jr., Democrat of Michi-

gan and the chief sponsor of the legislation.

Rep. David R. Obey, Democrat of Wisconsin, cited the higher education bill in appealing to his colleagues to create a peace dividend. He said their earlier 365-to-3 vote in favor of college programs would be "a fraud" if they could not give students more grants and loans.

"You cannot help them with just promises," he said. "You have to have money."

Opposition to taking down the

walls between government ac-

counts came from Republicans and

moderate Democrats. The measure faced a

veto from President Bush, who ar-

gued that cuts in the Defense De-

partment's budget should be used

to reduce the \$400-billion deficit.

A similar bill in the Senate be-

came bogged down by a filibuster

last month that was sustained by

Republicans and conservative

Democrats. The measure fell 16

votes shy of the 60 needed to begin

debate on the bill.

Sen. Jim Sasser, the Tennessee

Democrat who sponsored the legis-

lation, argued in vain for his col-

leagues to allow a vote on the bill.

"Let us take down this arbitrary

wall 12 months earlier, and let the

elected representatives of the peo-

ple—the U.S. Senators—decide

by a majority vote whether they

want to build an aircraft carrier or

put additional funds into giving

young people the opportunity to

get a college education," he said.

"Just let us have a chance to de-

cide those issues."



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## In Her First Year, NIH Director Moves Swiftly on Planning and Women's Health but Finds She Can't Avoid Controversy

By STEPHEN BIRD  
and DAVID L. WHEELER

BETHESDA, MD. Bernadine P. Healy remembers being "just a fly on the wall" as she watched David Stockman, President Reagan's budget director, prepare the Administration's 1986 budget request for the Department of Health and Human Services. Dr. Healy, who was deputy director of the Office of Science and Technology Policy at the time, remembers "Mr. Stockman was going right down the budget, saying, 'Oh, there's a school-milk program, and then there's a vaccine program, and then there's this program, and then there's the National Institutes of Health budget,' and it was almost as if the NIH was just another line item in the Department of Health and Human Services' budget."

Now about to complete her first year as director of the NIH, Dr. Healy is trying to make sure no one takes the agency for granted. When government and academic officials meet to set biomedical research policy now, they never mistake Dr. Healy for a fly on the wall.

### Drafting a 'Strategic Plan'

In her first year she has strengthened the office of the director, started to draft a "strategic plan" that is supposed to create a detailed, coherent vision of the NIH's future, and begun work on one of the most ambitious scientific studies the NIH has sponsored: the Women's Health Initiative. The 14-year, \$300-million project is in-



Bernadine P. Healy: "There is not a single issue I don't discuss before making a decision. I respect a different point of view, and if I think it is right, I will change my mind."

tended to cover all aspects of women's health. Meanwhile, however, Dr. Healy has been criticized for failing to deal aggressively enough with conflicts of interest and fraud in work supported by the NIH. She has also failed to persuade key senior Administration officials

to provide the money she believes the NIH needs to proceed with certain controversial research projects. In addition, some activists assert that she has not played enough of a leadership role on AIDS issues.

Dr. Healy, a cardiologist, came to the NIH from the Cleveland Clin-

ic Foundation, where she headed the foundation's research arm for six years. Many scientists and biomedical research lobbyists say that Dr. Healy, with her energy and outspoken style, is well suited to direct an agency that, with a \$8.9 billion budget this year, sponsors more

## Senate Votes to Lift Administration's Ban on Research Using Fetal Tissue

Continued From Page A25

tion and maintenance of research facilities. It would make permanent an Office of Research on Women's Health in the office of the NIH director.

Most of last week's Senate debate, however, centered on the part of the bill lifting the ban on fetal-tissue transplantation. The Bush Administration imposed the ban in 1989, arguing that the research would encourage more women to seek abortions. Opponents of the ban say that transplantation of fetal tissue obtained from abortions could be important in developing treatments for a variety of afflictions, including Alzheimer's disease, juvenile diabetes, and Parkinson's disease.

### Hatch Amendment Loses

The key vote in the debate came on an amendment by Sen. Orrin Hatch of Utah, the ranking Republican on the Senate Committee on Labor and Human Resources, that would have continued the Administration's ban. The amendment, which was defeated by a vote 57 to 23, would have allowed federal support for research to be conducted with tissue obtained only from ectopic pregnancies and miscarriages.

The Hatch amendment would have directed the Secretary of Health and Human Services to es-

tablish a tissue bank of fetal tissue from ectopic pregnancies and spontaneous abortions. In addition, it would have directed the Secretary to study the adequacy in terms of quality and quantity of tissue from those sources.

Senator Hatch told his colleagues that if they did not adopt his amendment, they would face a "highly charged debate" over abortion as well as a veto by the President. "I want fetal-tissue research to continue, and I want it to be outside of this awful abortion debate that rages up and down America," he said. "And I believe the only way to do it is in a way that enhances fetal-tissue research while moving it outside of the polarized viewpoints of many people."

Acknowledging that much of the fetal tissue from miscarriages and ectopic pregnancies was "damned," Mr. Hatch cited studies that he said proved there was "enough tissue from those two sources to meet our research needs in this country."

Sen. Edward M. Kennedy, the Massachusetts Democrat, disagreed. "The overwhelming body of scientific information indicates that there is not sufficient material that is appropriate and that can be utilized," he said. "I would say that if all this material were available, there would be fetal trans-

plantation taking place today. The fact is that there is not."

Mr. Kennedy said that overturning the Administration's ban was important because it would "offer a very important opportunity for progress in the areas that afflict millions of Americans."

### Anti-Abortion Senators

Key support for defeating Senator Hatch's amendment and overturning the ban came from anti-abortion Senators who said they were satisfied with safeguards placed in the bill to assure that women would not seek abortions to support fetal-tissue research.

Sen. Mark O. Hatfield, a Republican from Oregon, worked behind the scenes before the bill reached the Senate floor to persuade supporters of the legislation to add additional safeguards, including a provision that would prohibit the physician or researcher from altering the abortion procedure solely for research purposes.

"I stand here today as one who is unabashedly pro-life," said Sen. Hatfield. "I strongly believe that allowing fetal-tissue research is a pro-life position."

Another strong Republican supporter was Sen. Strom Thurmond, a South Carolina Republican and an outspoken critic of abortion, who has a daughter who is diabetic. "After careful analysis," he said,

the foundation's research arm for six years. Many scientists and biomedical research lobbyists say that Dr. Healy, with her energy and outspoken style, is well suited to direct an agency that, with a \$8.9 billion budget this year, sponsors more

"I determined that fetal-tissue transplantation research should not be lumped together with the debate about abortion."

During the debate over whether the NIH should support controversial behavioral and social research, Senators dealt with two competing amendments. The one by Mr. Helms, prohibiting the Secretary from lifting the ban on the adult and teen surveys of sexuality, passed 51 to 46.

The other was presented by Sen. Paul Simon, Democrat of Illinois. It stated that the NIH could proceed with human-sexual-behavior research only after the research proposal had been reviewed and approved by a local ethical review board located at the university at which the study was being conducted, by a NIH peer-review panel, and by the director of the appropriate NIH institute.

The Secretary would be required that the information obtained would reduce the incidence of sexually transmitted diseases, including AIDS, and would improve reproductive health. The amendment passed 57 to 40.

A Senate source said that even though the Helms amendment barred the two surveys, the Simon amendment "clears the way for other behavioral and social research to take place."

university research that may be federal agency.

"Dr. Healy has brought a dynamic sense of leadership to government and community of Medicine," said Robert J. Conine, president of the Federation of American Societies for Experimental Biology, professor of nutrition at the University of Florida, says "It's shown that you can have a strong position in Washington and still have a mind. She's mobile to the way of science."

Some Are Suspicious But Dr. Healy's agenda-style is one viewed suspiciously by some quarters. Some scientists and administrators fear that she is trying to exert too much control over the policies that govern research.

"On the one hand, we really see her going to be a strong leader," says the president of the Association of American Medical Centers, Roger J. Bulger. "I like all people, we get to know them when we think she's going to be that we know how to go."

Dr. Healy says, for example, that many academic leaders are surprised by Dr. Healy's desire to try to put together a list of NIH researchers.

Some suggest that Dr. Healy's single-minded determination prevents her from listening to dissenters. One biomedical research lobbyist, who wishes to remain anonymous, "She has a great impression that she cannot be pushed with or challenged, and her positions are locked in."

An aide to a Congressional health committee compares Dr. Healy's attitude to that of the officers when they are pushed to try to put together a list of NIH researchers.

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Government & Politics

Government & Politics

lobbyist says: "I can't think of any NIH director who took office in such a difficult time, with pressures from the Hill on financial plans, the dollars being the shortest they have ever been, changes going on internally, and pressure from Dingell" over scientific-fraud investigations. Rep. John D. Dingell, a Democrat from Michigan, is chairman of the Oversight and Investigations Subcommittee of the House Energy and Commerce Committee, which has authority over the NIH. "Some people less tough than she may have said 'the hell with it,' and left," the lobbyist says.

Dr. Healy admits that her first year has been difficult. One of her chief frustrations has been the tight NIH budget. The Administration has asked for a 4.9-percent increase for the agency for fiscal 1993, which would support fewer new grants in 1993 than in 1992.

In part to justify future budget increases, Dr. Healy has spearheaded a campaign to develop the agency's first strategic plan, which will spell out the importance of the NIH to the nation's health and economy.

"Something Inspiring" Dr. Healy says the plan will serve as "a vehicle that will help us articulate to the Administration that we are more than an entitlement agency, that we are not just coming forward asking for 5,000 or 6,000 grants or X amount of money, but, in fact, we are coming forward with something inspiring."

White scientists praise Dr. Healy for trying to create a plan for the NIH, her work on that project has alarmed some in the Administration. Officials in the Department of Health and Human Services and the White House Office of Management and Budget reportedly made Dr. Healy scale back the plan from a 600-page detailed report—with budget figures included—to a vague 15-page "framework" without any budget figures. Dr. Healy plays down the disagreement, saying that the revision was necessary to convince scientists that they would be consulted before the plan was completed.

Another area of controversy for Dr. Healy has been the issue of scientific fraud. She has been struggling to clamp down on the leaking of draft reports from the Office of Scientific Integrity. In at least three instances, the draft reports were leaked to reporters before investigations had been concluded.

With the help of the Public Health Service, Dr. Healy is trying to get the investigative office's documents covered by the same federal privacy laws that govern medical records. That would mean anyone who compromised the confidentiality of investigative records would be committing a crime.

Confrontation on the Hill Dr. Healy adds that when investigations are completed and a scientist has been found to have committed research fraud, the finding should be made public. "It's not just an attempt at tightening control of the integrity office's records led to a confrontation with Representative

Dingell. At an October hearing, Mr. Dingell contended that Dr. Healy was clamping down because she herself was under suspicion for the handling of a fraud case at the Cleveland Clinic. In opening the hearing, Representative Dingell made a blunt threat to Dr. Healy's job on the line.

Dr. Healy countered that the charges were preposterous. She said that a first investigation at the Cleveland Clinic had been inadequate and that she had started a second one. In the case, a Cleveland Clinic biochemist allegedly made false statements on a \$1.2-million NIH grant application.

"Babe in the Woods" Dr. Healy now says she was a "babe in the woods" at that hearing. She says she has since added a deputy director to the staff and given a deputy director the responsibility for supervising the integrity office so she will not be consumed by the fraud issue.

"I should probably have a constructive relationship with the oversight committee," she says, "and I will continue to try to do that, but NIH is much more than the issues of that committee."

There are others in Congress who are impatient with the failure of the institute to come up with a plan for managing conflicts of interest in federally supported biomedical research. It has been more

"She has not been very vocal about AIDS research. She is politically ambitious and the AIDS area is seen as an insoluble morass."

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ment plays no role in the decisions that universities make to put up new research buildings, but that it always winds up paying for them through indirect costs no matter how expensive they are.

"Politically Ambitious" There is also some dissatisfaction with the way the director has handled two other volatile issues: AIDS and fetal-tissue research. Some scientists and health-policy experts say Dr. Healy hasn't done enough to challenge the Administration's opposition to research using fetal-tissue research and to research on sexuality. Many scientists believe fetal-tissue research holds promise in treating patients with such diseases as diabetes, Parkinson's, and Alzheimer's and that research on sexual behavior is essential to stop the spread of AIDS.

"She has not been very vocal about AIDS research," says Mark Harrington, a member of the NIH's AIDS activist group. "She is politically ambitious, and the AIDS area is seen as an insoluble morass."

Others say that she has done so much on the one, without jeopardizing her opposition to research on fetal-tissue transplantation and on surveys of sexuality. Judy Auerbach, the associate director of government affairs at the Consortium of Social Science Associations, says: "In order to keep her job and do the things she perceives as important for the NIH, and live up to her ambitions, she will have to—at times—do the political thing."

Dr. Healy says it would be "irresponsible" of her to take actions that diverge from Administration policy on certain issues. "When I become an agency head and a public servant, I have to understand the agency as someone else's living room," Dr. Healy says. "If I don't like it, I might express it, but ultimately if I'm told this is the law, I must follow it."

Solid Backing In some areas, most notably women's health research, Dr. Healy has been able to move the NIH with solid backing from scientists and lawmakers. In addition to starting the Women's Health Initiative, she has pushed for spending increases for research on breast cancer, ovarian cancer, and other diseases that strike women.

"She came in and brought the bill in the air," says a Congressional aide working on women's health issues.

Dr. Healy's own experiences point to the problems some women face in science. When she was one of the 10 women in her class at Harvard University's medical school, she says she often was scolded by male classmates for stealing "a coveted spot" from a qualified man.

For now, Dr. Healy says she hopes to stay for some time in one of the most visible positions in medicine. "I can't do my job unless I'm here for a period of time, because you can't shake things up and then walk away," she says. "If you go in and shake things up, you better stick it out and make sure you stay there, too."

Washington Update

Council plans to study health of universities

EPA hopes to award more research grants

Education Dept. may be liable for loans

The President's Council of Advisers on Science and Technology is studying the health of colleges and universities.

In announcing the project last week, D. Allan Bromley, the President's chief adviser for science and technology, said the environment for universities, especially for research universities, "has changed dramatically" since 1986, the last time a panel of Presidential advisers focused on the issue.

Mr. Bromley said the council had decided that it was time to take a new look "at the entire interface" between the federal government and the university research community.

The focus of the study will be on academic science and technology, he said, but it will consider them in the context of universities and colleges over all.

David Packard, chairman of the board of the Hewlett-Packard Company, will serve as chairman of the project. He also chaired the panel that conducted the 1986 study. Harold T. Shapiro, president of Princeton University, will be vice-chairman.

A group of top federal officials that coordinates research on important issues that involve several agencies will also be on the study. David T. Kearno, Deputy Secretary of Education, will chair the agencies' part of the study.

Mr. Bromley said the council hoped to issue its report on universities by December.

—COLLEEN COORES

A federal judge has ruled that the Education Department and bankers may be liable for loans made to students at a trade school.

Students of the former Culinary School of Washington claim that they should not be responsible for repaying their loans because the owners of the school defrauded them.

The students say the Education Department, guaranteeing agencies, and banks should be responsible for the debts because they should have known about problems at the culinary school.

In a preliminary ruling, Judge Charles Richey of the U.S. District Court for the District of Columbia said the case should proceed to trial.

Bankers are concerned that the lawsuit threatens to increase their financial risk on student loans. Some students and college officials worry that a final decision in the case could make bankers reluctant to lend to students who attend institutions that are perceived to be of lesser quality.

—THOMAS J. O'LOUGHERY

## Your Window On Academe



NEW YORK UNIVERSITY. PHOTOGRAPH BY BOB BROWN

If order cards are missing, use the form below.

### YOUR WINDOW ON ACADEME

## Special Purchase

The Chronicle of Higher Education  
P.O. Box 1955, Marion, Ohio 43305

Please enter my subscription to The Chronicle.

- ☐ Bill me \$67.50 for 49 issues (1 year).  
☐ Bill me \$37.75 for 24 issues (½ year).  
☐ Please charge my  
☐ VISA ☐ MasterCard ☐ American Express

Account number \_\_\_\_\_ Expiration date \_\_\_\_\_  
 Signature \_\_\_\_\_  
 Name \_\_\_\_\_  
 Title/Department \_\_\_\_\_  
 Institution \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

D1492

The University of Toledo has received \$450,000 to endow a visiting professorship in Catholic thought. Toledo is believed to be the first public university ever to endow a position in Catholic studies.

The new endowment enables the College of Arts and Sciences to select "a recognized scholar in the Catholic tradition" to serve as a member of Toledo's faculty for one academic term each year. The visiting professor will teach courses on some aspect of the Roman Catholic tradition.

Although in future years the professorship will be held by one scholar, nine Catholic theologians will share the post in this spring's quarter. The Rev. James J. Back, an adjunct professor of humanities at the university, had been working for more than two years to create the professorship.

Some observers were alarmed at first, saying that the professorship did not belong on a public campus.

But the American Civil Liberties Union said the university had created the position in a way that did not violate the constitutional requirement for the separation of church and state.

"As long as the professors teach it in an academic fashion, we see no problem," says Kevin P. O'Neill, legal director for the Ohio ACLU, which plans to monitor how the professorship operates.

Meanwhile, Fairfield University, a private institution affiliated with the Roman Catholic Church, is establishing a program to help young faculty members explore their role in Catholic higher education.

Supported by a \$478,000 grant from the Lilly Endowment, Fairfield will sponsor summer institutes for faculty members and graduate students in discuss issues with professors from Catholic universities across the country.

When deans at Duke University proposed giving up five academic scholarships, the president decided to come up with the money to save them.

A committee of deans, looking for ways to save money, had recommended a plan to reduce the number of A. B. Duke Scholars in next year's entering class to 15 from 20. The scholarships cover four years of tuition for outstanding students. Undergraduate tuition at Duke is now \$14,700.

But H. Keith H. Brodie, Duke's president, was concerned about the divisiveness the plan was causing on the campus. He and his wife, Brenda, plan to donate more than \$320,000 over the next four years to cover tuition for the five scholars. The pledge is slightly more than Mr. Brodie's salary of \$315,000. "A great treasure of the university was about to be diminished," he said.

## Business & Philanthropy

### University Librarians Promise to Fight High Journal Prices

Group proposes telling publishers why subscriptions are canceled

By JULIE L. NICKLIN

Nineteen research university librarians, urging colleagues to take matters into their own hands, have proposed measures to fight the rising costs of library materials.

The recession has worsened the financial situation for many college and university libraries, which already were struggling with the rising costs of journals and books. Many have been forced to cancel journal subscriptions, order fewer books, and cut services (*The Chronicle*, February 19).

The 19 librarians say it is time for more libraries to act—not just react. The group has called on libraries to resist high journal prices, to weigh carefully the repercussions of widespread cancellations, and to communicate clearly their decisions to their campuses.

#### Princeton U. Drops 50 Journals

The group was organized by Marcia Tuttle, head of the serials department at the Davis Library at the University of North Carolina at Chapel Hill. The librarians call themselves the Aqueeduct Group, after the conference center in Chapel Hill where they met in February.

In one recommendation, the Aqueeduct Group says libraries should tell journal publishers why they are canceling sub-

Continued on Following Page

#### North Carolina's Kenan Trust Creates 2 \$20-Million Funds

CHAPEL HILL, N.C.

The William R. Kenan Charitable Trust is establishing two \$20-million funds—one to benefit the arts and the other to support science, engineering, and technology.

The first—the William R. Kenan, Jr., Fund for the Arts—will operate in conjunction with the North Carolina School of the Arts in an effort to encourage artistic and cultural activities. The William R. Kenan, Jr., Fund for Engineering, Technology, and Science will be associated with North Carolina State University and will encourage research and teaching that aid economic development and contribute to the "industrial strength of the United States."

Both funds will operate separately from the Kenan Trust, a \$265-million foundation based in Chapel Hill that supports secondary and higher education.

The two funds will be modeled after another fund that the Kenan Trust established with \$30-million at the University of North Carolina at Chapel Hill. The Frank Hawkins Kenan Institute of Private Enterprise provides grants for cooperative projects among leaders of business, higher education, and government.

"We learned from that structure that this was a viable way to invest money and get a result," said William Friday, executive director of the trust. The trust was established by William R. Kenan, Jr., a businessman who owned the Western Block Company.

—LIZ McMILLEN



William H. Gray of the United Negro College Fund: "We are very concerned about the employees. It's not an easy thing to do. And no organization likes to do it."

### United Negro College Fund Says It Plans to Close 6 Offices and Lay Off 25 People

Continued From Page A1

In light of revelations that the former president of the United Way of America, William Aramony, had received \$463,000 a year in salary and benefits. Critics also claim that he spent money lavishly on business trips.

"Administrative cost is an issue everybody in the fund-raising business should worry about," said Jon W. Fuller, president of the Consortium for the Advancement of Private Higher Education, which raises money for small colleges from foundations and corporations. "We're always looking at these issues."

#### 1993 Budget Approved

Officials of the UNCF said the changes were unrelated to what happened at the United Way. They said that the travel expenses of UNCF employees were already low and that salaries tend to be lower than those paid by other fund-raising groups.

Soon after taking over as head of the UNCF, Mr. Gray promised to find ways to

make it operate more efficiently. Last month the UNCF Board of Directors approved a \$9.6-million budget for fiscal 1993—about \$1-million less than in 1992. Mr. Gray notified college presidents of the steps the fund would take to cut the budget, shortly before the UNCF's 1992 fiscal year ended last week.

#### "Not Rash or Impetuous"

Several presidents said they were confident that Mr. Gray's plan would move the UNCF in the right direction. "Bill's steps have been quick but not rash or impetuous," said Robert Albright, president of Johnson C. Smith University. "His quick trajectory is needed." Mr. Albright is a member of the fund's Board of Directors. "I want as much money coming to our institutions as possible," said Norman C. Francis, president of Xavier University in Louisiana. "So I say Yea."

In fiscal 1993, the UNCF hopes to reduce the amount it takes to raise each dollar to

Continued on Following Page

## United Negro College Funds to Trim Operating Costs

Continued From Preceding Page  
17.9 cents, down from 19.9 cents in 1992. Over the next two years, officials want to reduce the amount to 15 cents.

"When you talk about increasing cost-effectiveness, that's music to our ears," said Samuel DuBois Cook, president of Dillard University.

### Under the National Average

A few fund raisers outside the organization said the UNCF's goal of reducing its fund-raising cost to 15 cents was under the national average. According to a 1990 study by the Council for Advancement and Support of Education, colleges and universities spend an average of 16 cents for each dollar they raise (*The Chronicle*, September 5, 1990).

As the UNCF reduces costs, it plans to intensify its fund-raising. It has increased its annual goal in \$56.8 million, up 4 percent from \$54.6 million in 1992. Officials haven't officially closed the books on fiscal 1992, but they are confident

that the fund surpassed its goal for the year.

The recession, however, has slowed giving to the UNCF in some parts of the country. Last month the UNCF office that raises funds in southern Florida was \$10,000 behind its \$640,000 annual goal. Donna J. Hildreth, area-development director in the Miami office, hopes that enough gifts have come in since then to achieve the goal. If the final count, which will be completed in the next few weeks, shows that the goal was not met, it will be the first time in three years that that office has fallen short.

UNCF officials said the success of some offices throughout the country in annual fund raising would offset the shortages of others. They are also optimistic about progress in the fund's continuing capital campaign. Begun in 1990, Campaign 2000 seeks to raise \$250 million to support scholarships, programs, and facilities at the UNCF's member colleges. In the past six months, the UNCF has brought in \$26 million, pushing the total in

pledges and gifts for the campaign to \$127 million. The drive will end on December 30, 1993.

Mr. Gray said he had begun to look at ways to cut fund-raising and administrative costs in December. At that time, UNCF officials started examining operations and expenses at the headquarters in New York and at 30 area offices. Those offices coordinate local fund-raising efforts among residents, organizations, corporations, and foundations.

### \$700,000 a Year in Rent

The UNCF pays about \$700,000 a year in rent for the 30 offices, Mr. Gray said. Since last fall he has been encouraging the offices to ask individuals or corporations to give the UNCF free office space or reduced rent. He has also been pushing them to be more aggressive about fund raising.

In the review of regional operations, UNCF officials looked at each office's expenses and fund-raising ability as well as how easily one could be merged into another office

nearby. Each one slated for closure will be consolidated with one of the 24 remaining offices.

The layoffs and elimination of positions will occur throughout the organization—in both the area offices and the New York headquarters. "We are very, very concerned about the employees," Mr. Gray said. "It's not an easy thing to do. And no organization likes to do it."

The UNCF is providing the affected employees with severance pay and job-placement services. Announcement of the cuts, however, surprised some employees, despite hints that changes would occur.

"This has been rather sudden," said Anthony R. Johnson, area-de-

## Business & Philanthropy

velopment director in Pittsburgh. "It's sudden, but understandable." Mr. Johnson, who has been with the UNCF since 1988, said he had not been told whether he would be transferred or laid off.

Joan M. Chick, a UNCF employee for 14 years, was not expecting the news that the Colorado office she heads would be closed.

"I'm not at all happy to leave," she said. "But I have to agree with the fund that we have to do what we can to keep those doors open for the kids." Ms. Chick hasn't decided whether to accept UNCF's offer that she continue coordinating fund-raising in Colorado, but out of the Dallas office.

## PRIVATE SUPPORT

**W. K. KELLOGG FOUNDATION**  
400 North Avenue  
Battle Creek, Mich. 48807-3398  
Agriculture. For agricultural-extension programs: \$1.1 million to U. of So. Paulo (Brazil). For programs of community education in diversity: \$300,700 to Pacific Oaks College.

**LEADERSHIP FOR LEADERSHIP PROGRAMS**  
3391, 911 to Northwestern U., Chicago, Ill.

**SALISBURY COMMUNITY FOUNDATION**  
P.O. Box 327  
Salisbury, N.C. 28544

Facilities. For improvement of the heating system: \$195,000 to Cuthbert College.

**ALFRED P. ELSON FOUNDATION**  
630 Fifth Avenue  
New York 10011-0242

History of education. For the Elson Papers Project: \$250,000 to Rutgers U., New Brunswick, N.J. For research on education and expert systems in science: \$100,000 to Rockefeller U., New York.

**DEWITT WALLACE-READER'S DIGEST FUND**  
281 Madison Avenue  
New York 10017

Teacher education. To train teachers to serve students in the most disadvantaged areas.

schools in New York City and to train non-certified teachers in those schools obtain master's degrees: \$1.2 million to Hunter and Lehman Colleges of City of New York.

### GIFTS & REQUESTS

**Osceola Western Resources University**, for a professorship in environmental studies and for a program in entrepreneurial education: \$2.3 million to A. Mich. Mich.

**Cotnam College**, for support of program: \$1 million from Hagley and Wyckoff.

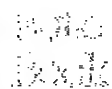
**University of California at Davis**, for student aid and for a mentorship program: \$1 million to University of California at Davis.

**For fellowships in the college of natural and environmental sciences and to research in biological sciences: \$1 million from the estate of John F. Schuler.**

**For fellowships and programs in the biological sciences: \$100,000 from the estate of H. H. H. H.**

**For a new lecture hall: \$100,000 from an anonymous donor.**

**Wellesley University**, for the endowment: \$1.6 million from the estate of Alan Adams.



Students at Haverford and Bryn Mawr Colleges may be able to beat themselves by following step-by-step instructions in the institutions' health centers.

The students follow a series of instructions and pictures on wall displays in an area called the "cold center" that should enable them to distinguish between a common cold and more-serious illnesses. The instructions show students how to take their own temperature and what certain symptoms, such as a sore throat, might mean.

Cold medicine also is available in the health centers.

Haverford's cold center was started in 1985. Bryn Mawr's was started last fall. Kay Kerr, medical director at Haverford and Bryn Mawr, says the programs appeal to students because "they want to know more about their bodies and their own health care."

"They don't want somebody to say: 'You'll be all right. Just take these pills and see me next week,'" she adds.

If the students' symptoms are serious or if their health does not improve, Dr. Kerr says, they are told to see a physician.

North Adams State College is offering unemployed Massachusetts residents free classes in its continuing-education division.

So far, 70 people have signed up for the program, called "Educational Horizons."

To qualify, students must have a high-school diploma and proof that they are unemployed. They are allowed to sign up for classes that have not been filled.

For example, five participants can enroll in an English class that was scheduled to have 30 students, if only 25 paying students have enrolled.

The college will re-evaluate the program at the end of this semester, and administrators may offer it again in the summer and fall.

Bryan Vought, otherwise known as "the Cool Chemist," decided the best way to get into high school students interested in science was to make science fun.

For the past year, Mr. Vought, a chemistry major at the State University of New York at Geneseo, has been going to elementary schools in the Geneseo area to perform science demonstrations and help students perform experiments.

"I didn't want it to be a magic show," he says. "The only special prop I wear is my lab coat. What I try to do is generate some enthusiasm. With little kids, that's really easy."

As part of a faculty-supervised project, he is also designing a kit with a glossary and a variety of experiments so that public-school teachers will be able to adopt his "Cool Chemist" persona.

## Students

### Sale of Class Notes: A New Skirmish Over an Old Idea

By MICHELE N-K COLLISON

Thousands of college students are paying someone else to go to their classes and take notes—a practice that has angered many professors and caused at least one university to sue a note-taking company.

While students and some professors say the notes are helpful in an era of large, impersonal classes, other professors say the note-taking services encourage students to skip classes. Moreover, the professors contend, the note-taking services are making a profit from the ideas of faculty members.

Selling lecture notes is not a new idea. Paradigm Books and Lecture Notes at the University of Texas at Austin has sold notes for 18 years. The student-government association at the University of California at Berkeley owns Black Lightning, which has been selling notes since 1980.

### A New Wave of Complaints

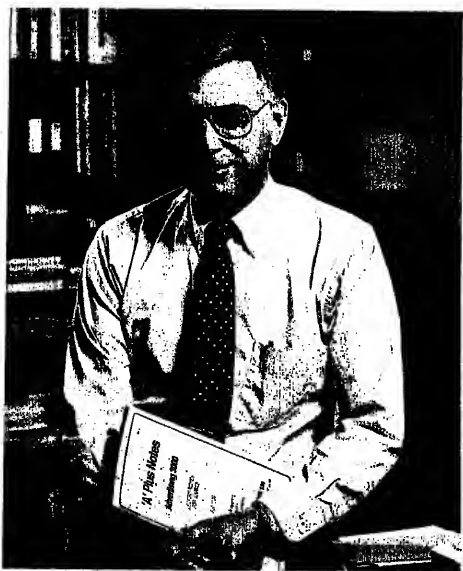
The popularity of such businesses has spread. Several owners have expanded to other campuses, including Arizona State University, Cornell University, and the University of Nebraska at Lincoln. The expansion has brought new complaints.

In 1990 the University of Florida sued a Gainesville businessman, Kenneth Brickman, and his company, K&B Inc., which owns A-Plus Notes. The university says

Continued on Following Page



Shashin Chon, a sophomore at Cornell: "In some classes, you're so busy trying to write down what the professors say that you miss half of the information."



Ralph L. Lowenstein, dean of the U. of Florida's college of journalism: "The presence of the notes encourages students not to come to class."

## Group of Librarians Promises to Fight High Journal Prices

Continued From Preceding Page  
scriptions. The group encourages libraries to follow the example of Donald W. Koepf, university librarian at Princeton University. Last fall, Mr. Koepf canceled subscriptions to 50 of 200 journals published by Pergamon Press Inc. Mr. Koepf then wrote a letter to Pergamon explaining that the publisher's price increases—which he considered inordinately high—had forced the cancellations.

Pergamon's spokesman in Britain was traveling last week and could not be reached for comment. People in the publisher's U.S. office said they were not authorized to speak on the matter.

"If we all take common actions, we can have an impact," says Daniel H. Jones, assistant library director for collection development at the University of Texas Health Science Center's Briscoe Library. Mr. Jones is a member of the Aqueduct Group.

### An Excellent Action Agenda

The group's efforts have been welcomed by the Association of Research Libraries and the Association of College and Research Libraries.

"It's an excellent action agenda," said Duane B. Webster, executive director of the Association of Research Libraries. "It's consistent with our interests in encouraging responses to the crisis."

The group plans to distribute its recommendations to other college and university librarians. Among other things, it will urge them to:

- Explain to students and professors that some publishers charge much higher prices for library subscriptions than for individual subscriptions, and seek support for the cancellation of expensive journals.

- Share decisions for journal cancellations with other libraries so the group can work together to build collections.

- Inform companies that man-

## FACT FILE: 50 Large Foundations Ranked by 1990 Grant Payments

	1990 grants	1990 assets
1. Ford Foundation	\$237,928,104	\$4,400,806,289
2. Pew Charitable Trusts	\$89,115,930	\$3,079,861,792
3. W. K. Kellogg Foundation	\$41,374,800	\$1,008,465,264
4. John D. and Catherine T. MacArthur Foundation	\$40,677,000	\$1,077,585,000
5. Robert Wood Johnson Foundation	\$40,023,745	\$1,014,103,000
6. Bill and Melinda Gates Foundation	\$37,800,000	\$1,014,049,000
7. Rockefeller Foundation	\$34,265,712	\$1,014,049,000
8. Andrew W. Mellon Foundation	\$34,265,712	\$1,014,049,000
9. Amnity Foundation	\$34,265,712	\$1,014,049,000
10. New York Community Trust	\$34,265,712	\$1,014,049,000
11. Carnegie Foundation	\$34,265,712	\$1,014,049,000
12. Carnegie Corporation of New York	\$34,265,712	\$1,014,049,000
13. W. M. Keck Foundation	\$34,265,712	\$1,014,049,000
14. Duke Endowment	\$34,265,712	\$1,014,049,000
15. David and Lucile Packard Foundation	\$34,265,712	\$1,014,049,000
16. William and Jeanette Packard Foundation	\$34,265,712	\$1,014,049,000
17. William and Jeanette Packard Foundation	\$34,265,712	\$1,014,049,000
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29. William and Jeanette Packard Foundation	\$34,265,712	\$1,014,049,000
30. William and Jeanette Packard Foundation	\$34,265,712	\$1,014,049,000
31. William and Jeanette Packard Foundation	\$34,265,712	\$1,014,049,000
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## Professional Note-Taking Services Gain New Popularity on Campuses

Continued From Preceding Page

Mr. Brickman has used without authorization material prepared by faculty members.

Mr. Brickman says his company doesn't sell professors' lectures. "We don't believe that we violate anyone's copyright," he says. "We sell the student's interpretation of the material presented in class."

"Most professors who are against this type of service are frustrated with teaching these huge introductory classes. If they're concerned about attendance, have mandatory attendance, if they're worried the tests are too easy, have essay tests. But don't blame all the problems of the education system on note-taking services."

### Crackdown at Arizona State

Joseph Barron, associate general counsel of the university, maintains that the company has violated federal copyright law. Copyright law, however, has never been ap-

plied specifically to lectures. "We are seeking to clarify the application of copyright law to faculty lectures," Mr. Barron says.

The suit was argued in federal district court last May, and both sides are awaiting a ruling. Arizona State University has also cracked down on note-taking services. University officials say two services operate on their campus: ChaseNotes, which offers notes of class sessions when professors have given their permission, and Ghostwriters, which offers notes from classes of professors who have denied permission. University police officers have told employees of Ghostwriters to stay out of academic buildings, where they had been passing out fliers advertising their services. If the employees are caught a second time, the campus police say they plan to arrest them.

"Professors feel like their classrooms are being turned into commercial ventures," says Nancy

Tribensee, associate general counsel for the university. The university is considering whether to take further action against the note-taking services.

Faculty members at the University of Florida have similar complaints. Furthermore, says Ralph L. Lowenstein, dean of the University of Florida's college of Journalism and Communications: "The presence of the notes encourages students not to come to class. There's more to the class besides the notes. If that's all there is, we're to it, the professors could just show up, pass out the notes, and go home."

### 'I Would Stay in Bed'

There may be some substance to his fears, Curt Hopkins, a senior at the University of Florida, readily admits: "I would stay in bed some days because I had A-Plus Notes. As dry as some professors are as mechanical as they are in some of their lecture classes, I don't feel like I lost that much by not going to class."

The managers of note-taking services say that most students use their notes as a supplement to their own notes. Mark Miller, co-owner of TakeNotes, the service at Cornell University, says: "We tell students this is definitely not the lecture. If you use it to cut class, you will definitely harm yourself, because we don't reproduce handouts or reprint the class verbatim."

On many large campuses with big lecture sessions, people have recognized an opportunity to make a few dollars on what used to be an informal system of sharing notes among classmates. Now the services have stepped in to provide an additional study tool that they say helps students get the most out of big introductory classes where there is little interaction with professors. They add that the services are especially helpful to foreign and learning-disabled students.

For prices ranging from \$14 to \$37, the services provide lecture notes once a week or several times a semester. Most services hire graduate students who have training in a specific major.

Most of the note-taking services say they ask professors for permission before they send a note taker to classes. They usually will not cover a class if the professor objects, but faculty members at the University of Florida say the service that operates there offers notes for classes even if they object to the practice.

Professors are divided on the subject of note-taking services. Sandra Bom, professor of psychology at Cornell University, sees certain advantages in the system. "Students don't have to be frantic to get everything down," she says.

"More of a Chance to Listen" In addition, Ms. Bom says, students are sometimes ill and may not know anyone from whom they could borrow notes. Students may also be reluctant to borrow notes, she says, if they don't know if someone else takes good notes.

Adds Jay Cross, professor of physics at Cornell University: "If students in 'Introductory Physics' courses didn't have to take notes, they could sit back and think through the concepts. It gives students more of a chance to listen."

The errors in notes taken from his lectures concern Howard Cuthen, an associate professor of astronomy at the University of Florida. "I tell students that unauthorized use of my material is prohibited. I tell them I will find anyone found taking notes for the purpose of selling them."

### Time-Honored Technique

Owners of the note-taking services say they are providing a new version of a time-honored study technique—comparing lecture notes with other students. And the increasing demand for such services is proof of their popularity with students.

At the University of Michigan, Robert Roker, owner of Supreme Course Transcripts, says about 3,000 students in 30 classes subscribe to his service. Last fall he started offering the service at Michigan State University, where 2,000 students buy notes for 15 classes.

Mr. Roker says studies have shown that only 40 percent of the ideas in a lecture are recorded by students. "Students pay a lot of money. They shouldn't just have one shot at the information."

Shanshin Chen, a sophomore at Cornell, agrees: "I'm not a good note taker. In some classes, you're too busy trying to write down what the professors say that you miss half of the information. The TakeNotes notes are very organized. The note taker put the whole lecture into perspective."

In the competitive atmosphere of some classes, students say a

note-taking service gives them an advantage. "They can help you from an B to A," says Stephen Bagny, a senior at the University of Michigan. "I put an A in some class and an A- in history. I wouldn't have gotten those grades on my own, because my notes were riddled with holes."

Some say that students who don't buy the notes lose out on those who do. "If you don't buy the notes you're at a disadvantage," says Luis Intorolone, a senior at the University of Michigan who is majoring in psychology. "Many of the classes are graded on a curve, and everyone will have better grades because they will have better notes than you do."

### Notes Put on Reserve

Critics of the note-taking services say that only efficient students can afford them. And some of the owners say they have taken steps to meet that charge. TakeNotes puts its lecture notes on reserve at Cornell's learning-skills center. And Mr. Roker lets students at the University of Michigan use his notes if they work at his business.

Many believe that despite some controversy, the note-taking services are here to stay. "It's clear some people who are highly competitive will take advantage of anything that will give them an edge," says Eric Rubkin, professor of English at the University of Michigan. "Some people just do not have good note-taking skills yet. And there are those who will use the notes as an excuse for skipping class, but those people would do anyway."

Students

## Side-lines

Roland V. Massimino, the men's basketball coach at Villanova University, was named last week to replace Jerry Tarkanian at the University of Nevada at Las Vegas.

Mr. Massimino will earn almost \$400,000 a year in salary and benefits under a five-year contract. Deals with several major universities and other outside benefits could bring his earnings to about \$700,000 a year.

In his 19 years at Villanova, Mr. Massimino had a record of 357 wins and 241 losses and led the Wildcats to a national championship in 1985. He also established a reputation for academic integrity and for abiding by the rules.

UNLV's athletics director, Jim Weaver, who once coached football at Villanova, said the latter attributes were important factors in Mr. Massimino's selection to run a program that had been plagued by troubles with the National Collegiate Athletic Association and concerns about the academic unpreparedness of players.

Said Mr. Massimino: "I promise this: In no way will any student-athlete ever embarrass this university. Ever."

The university hired its new coach despite attempts by Mr. Tarkanian, who agreed last June to quit the position, to rescind his resignation. Lawyers for Mr. Tarkanian have said that he intends to fight for the post, but have not said how he plans to do so.

Because UNLV's program faces the threat of probation stemming from a continuing NCAA investigation into alleged recruiting violations, some of the best coaches in the country reportedly turned down the job.

One of them, Pat Kennedy, who has transformed Florida State University's men's basketball program into one of the best in its conference, the Atlantic Coast, said last month that he had rejected a contract similar to the one given Mr. Massimino.

More presidents are turning to athletic departments to help their colleges out of financial jams.

The athletics program at Syracuse University is being asked to shoulder a larger share of the university's budget crunch than are other departments. In a restructuring plan designed to help Syracuse eliminate a \$38-million budget deficit, President Kenneth A. Shaw proposed a \$2.1-million cut in the \$12.2-million sports budget. He also said he would take \$5-million from the athletics department's reserve fund.

Faculty members, who had feared that the athletics program would escape major cuts, were pleased by Mr. Shaw's proposal. The president, who has been at Syracuse since last year, told the Associated Press: "I think it's fair to say that athletics was treated better in the past than it can be in the future."

## Athletics

### Men Far Outnumber Women in Division I Sports and Receive Most of the Money, a Survey Finds

Continued From Page A1

vides only a cursory glance at a college's overall treatment of men's and women's sports, and does not take into account many of the shadings that complicate the question of Title IX compliance. Besides that, they note, the data are from 1990-91 and may be somewhat outdated for colleges that have made significant changes in their sports programs during the past year.

But most sports officials and legal experts agreed that the information provides a good starting point for gauging which colleges may be falling short both of meeting the minimum legal requirements of Title IX and of fulfilling what Merly Dean Baker, associate executive director of the NCAA, calls the "moral imperative" of providing equitable treatment to men and women. (Ms. Baker was nominated last week by the president of Michigan State University to be its new athletics director.)

"The figures don't immediately say 'illegal,' or 'legal,'" said Linda Oreene, a civil-rights lawyer and professor of law at the University of Wisconsin at Madison, who is on the university's athletics council. "But because of the nature of the disparities, they cry out for justification. They require that universities come forward and explain why the differences exist."

Two weeks ago, the NCAA released its gender-equity survey, to which 646 of the association's 847 members replied (The

Chronicle, March 18). The NCAA, which has been criticized over the years by women's sports advocates who believe it impeded their progress, was widely applauded for undertaking such a study and for getting information about the status of sex equity into the public eye.

The Chronicle conducted its survey to try to add details to the NCAA's summary data and to gauge how individual institutions are doing in providing sex equity in

tion of men and women among varsity athletes, the amount and proportion of athletic scholarship money awarded to male and female athletes, the amount and proportion of operating expenditures spent on men's and women's teams, and the amount and proportion of money spent to recruit for men's and women's teams.

### Key Pieces of Data

Most sports officials agree there are several key pieces of data to look for in gauging an individual college's performance in providing equitable programs. One major test under Title IX is that spending on men's and women's sports be comparable to the ratio of male and female athletes.

By that measure, said Michael Scott, a lobbyist and lawyer for the NCAA, "institutions, on average, are clearly in the ballpark." An institution like Florida State University, for instance, where male athletes outnumbered female athletes by about 72 per cent to 28 per cent and received 63 per cent of the athletic scholarship money, would seem to fulfill the law's requirements on that score.

However, like many other institutions, Florida State appears much less successful on the other main requirement of Title IX: that the proportion of male to female athletes generally reflect the proportion of male and female students at the institution.

Continued on Page A40



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| Columbia U                | Manhattan College             | Southern Illinois State U          | U of North Carolina            |
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| Drexel U                  | Northwestern U                | Texas Southern U                   | U of Virginia                  |
| Duquesne U                | Pennsylvania State U          | Towson State U                     | U of Wisconsin                 |
| East Carolina U           | Prairie View A&M U            | U.S. Air Force Academy             | Yale U                         |

School	Spending on athletic scholarships										Athletic operating expenditures *										Athletic recruiting expenditures *									
	Men					Women					Men					Women					Men					Women				
	Distribution of full-time undergraduate					Distribution of full-time undergraduate					Distribution of full-time undergraduate					Distribution of full-time undergraduate					Distribution of full-time undergraduate					Distribution of full-time undergraduate				
	Men	Women	Amount	Per cent of total	Per cent of total	Men	Women	Amount	Per cent of total	Per cent of total	Men	Women	Amount	Per cent of total	Per cent of total	Men	Women	Amount	Per cent of total	Per cent of total	Men	Women	Amount	Per cent of total	Per cent of total	Men	Women	Amount	Per cent of total	Per cent of total
American U.	40.3%	59.7%	\$800,992	55.8%	\$634,202	44.2%	\$120,515	85.3%	\$65,984	33.7%	\$17,247	77.8%	\$20,340	22.2%	\$1,312	6.1%	\$1,312	6.1%	\$1,312	6.1%	\$1,312	6.1%	\$1,312	6.1%	\$1,312	6.1%	\$1,312	6.1%	\$1,312	6.1%
Appalachian State U.	45.8	54.2	501,991	55.8%	311,262	44.2%	190,729	85.3%	111,262	33.7%	30,110	77.8%	35,230	22.2%	2,150	6.1%	2,150	6.1%	2,150	6.1%	2,150	6.1%	2,150	6.1%	2,150	6.1%	2,150	6.1%	2,150	6.1%
Arizona State U.	45.8	54.2	1,784,661	55.8%	1,126,262	44.2%	658,399	85.3%	468,363	33.7%	131,036	77.8%	156,357	22.2%	9,521	6.1%	9,521	6.1%	9,521	6.1%	9,521	6.1%	9,521	6.1%	9,521	6.1%	9,521	6.1%	9,521	6.1%
Auburn U.	45.8	54.2	981,239	55.8%	626,582	44.2%	354,657	85.3%	231,625	33.7%	63,496	77.8%	76,991	22.2%	4,748	6.1%	4,748	6.1%	4,748	6.1%	4,748	6.1%	4,748	6.1%	4,748	6.1%	4,748	6.1%	4,748	6.1%
Austin Peay State U.	38.0	62.0	1,912,392	55.8%	1,248,582	44.2%	663,810	85.3%	454,772	33.7%	121,620	77.8%	146,191	22.2%	9,125	6.1%	9,125	6.1%	9,125	6.1%	9,125	6.1%	9,125	6.1%	9,125	6.1%	9,125	6.1%	9,125	6.1%
Baylor U.	44.0	56.0	473,400	55.8%	301,900	44.2%	171,500	85.3%	109,400	33.7%	29,300	77.8%	35,160	22.2%	2,188	6.1%	2,188	6.1%	2,188	6.1%	2,188	6.1%	2,188	6.1%	2,188	6.1%	2,188	6.1%	2,188	6.1%
Bethune-Cookman C.	45.8	54.2	1,231,992	55.8%	795,992	44.2%	436,000	85.3%	290,992	33.7%	76,000	77.8%	91,200	22.2%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%
Bowling Green State U.	45.8	54.2	1,231,992	55.8%	795,992	44.2%	436,000	85.3%	290,992	33.7%	76,000	77.8%	91,200	22.2%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%
Bradley U.	45.8	54.2	1,231,992	55.8%	795,992	44.2%	436,000	85.3%	290,992	33.7%	76,000	77.8%	91,200	22.2%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%
Brigham Young U.	45.8	54.2	1,231,992	55.8%	795,992	44.2%	436,000	85.3%	290,992	33.7%	76,000	77.8%	91,200	22.2%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%	5,688	6.1%
California State U. - Fullerton	47.0	53.0	993,780	55.8%	640,942	44.2%	352,838	85.3%	238,104	33.7%	61,734	77.8%	73,146	22.2%	4,594	6.1%	4,594	6.1%	4,594	6.1%	4,594	6.1%	4,594	6.1%	4,594	6.1%	4,594	6.1%	4,594	6.1%
California State U. - Long Beach	44.9	55.1	665,610	55.8%	428,297	44.2%	236,913	85.3%	158,384	33.7%	38,424	77.8%	46,960	22.2%	2,928	6.1%	2,928	6.1%	2,928	6.1%	2,928	6.1%	2,928	6.1%	2,928	6.1%	2,928	6.1%	2,928	6.1%
California State U. - Northridge	44.9	55.1	665,610	55.8%	428,297	44.2%	236,913	85.3%	158,384	33.7%	38,424	77.8%	46,960	22.2%	2,928	6.1%	2,928	6.1%	2,928	6.1%	2,928	6.1%	2,928	6.1%	2,928	6.1%	2,928	6.1%	2,928	6.1%
Canisius C.	48.0	52.0	364,552	55.8%	235,859	44.2%	128,430	85.3%	86,429	33.7%	21,029	77.8%	25,430	22.2%	1,590	6.1%	1,590	6.1%	1,590	6.1%	1,590	6.1%	1,590	6.1%	1,590	6.1%	1,590	6.1%	1,590	6.1%
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Canisius C.	48.0	52.0	364,552	55.8%	235,859	44.2%	128,430	85.3%	86,429	33.7%	21,029	77.8%	25,430	22.2%	1,590	6.1%	1,590	6.1%	1,590	6.1%	1,590	6.1%	1,590	6.1%	1,590	6.1%	1,590	6.1%	1,590	6.1%
Central Michigan U.	45.1	54.9	272,382	55.8%	175,245	44.2%	90,137	85.3%	59,105	33.7%	14,092	77.8%	17,053	22.2%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%
Central Michigan U.	45.1	54.9	272,382	55.8%	175,245	44.2%	90,137	85.3%	59,105	33.7%	14,092	77.8%	17,053	22.2%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%
Central Michigan U.	45.1	54.9	272,382	55.8%	175,245	44.2%	90,137	85.3%	59,105	33.7%	14,092	77.8%	17,053	22.2%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%
Central Michigan U.	45.1	54.9	272,382	55.8%	175,245	44.2%	90,137	85.3%	59,105	33.7%	14,092	77.8%	17,053	22.2%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%
Central Michigan U.	45.1	54.9	272,382	55.8%	175,245	44.2%	90,137	85.3%	59,105	33.7%	14,092	77.8%	17,053	22.2%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%
Central Michigan U.	45.1	54.9	272,382	55.8%	175,245	44.2%	90,137	85.3%	59,105	33.7%	14,092	77.8%	17,053	22.2%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%
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Central Michigan U.	45.1	54.9	272,382	55.8%	175,245	44.2%	90,137	85.3%	59,105	33.7%	14,092	77.8%	17,053	22.2%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%	1,071	6.1%
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Central Michigan U.	45.1	54.9	27																											

<sup>2</sup> Operating expenditures include only those costs associated directly with games, including lodging, meals, transportation, officials, uniforms, and equipment.

# How Men and Women Fared in Sports at 203 NCAA Division I Colleges, 1990-91—Continued

	Spending on athletic scholarships				Athletic operating expenditures <sup>1</sup>				Athletic recruiting expenditures <sup>2</sup>			
	Men		Women		Men		Women		Men		Women	
	Amount	Per cent of total	Amount	Per cent of total	Amount	Per cent of total	Amount	Per cent of total	Amount	Per cent of total	Amount	Per cent of total
U of Tennessee	47.3%	52.7%	74.5%	25.5%	\$901,073	87.0%	\$134,571	13.0%	\$243,343	81.5%	\$55,066	18.5%
-at Chattanooga	51.7	48.3	78.7	21.3	1,114,803	69.6	488,013	30.4	\$71,110	97.4%	\$1,900	2.6%
-at Knoxville									530,911	87.4	76,448	12.6
-at Arlington	†	†	58.3	43.7	220,060	51.5	206,960	48.5	37,447	60.3	24,850	38.7
-at Austin	52.8	47.2	77.2	22.8	1,178,000	72.4	449,454	27.6	208,400	70.0	94,228	24.0
-at El Paso	47.5	52.5	74.7	25.3	822,211	82.5	195,388	17.5	209,126	91.8	18,551	8.2
-at San Antonio	42.0	58.0	67.2	32.8	205,343	84.1	115,131	36.8	21,300	77.7	6,100	22.3
U of Toledo	48.5	51.5	58.0	41.0	157,451	58.7	106,282	40.3	48,250	78.5	13,250	21.5
U of Vermont	47.7	52.3	71.0	29.0	1,004,750	70.2	427,426	29.8	141,249	84.1	26,830	15.9
U of Virginia	48.0	52.0	55.9	44.1	538,091	54.4	448,257	45.6	34,053	78.2	9,601	21.7
U of Washington	50.1	49.9	57.8	42.1	1,801,960	70.2	678,130	32.8	292,325	81.2	67,692	18.8
U of Wisconsin	51.1	48.9	64.4	35.6	1,361,688	69.9	585,265	30.1	259,992	71.8	101,447	28.1
-at Green Bay	40.0	60.0	43.5	56.5	230,127	49.4	236,141	50.6	27,060	52.8	24,375	47.2
-at Madison	49.4	50.6	68.0	32.0	850,749	72.2	328,825	27.8	400,070	82.8	82,828	17.2
-at Milwaukee	48.9	51.1	61.8	38.2	317,208	80.9	203,462	38.1	23,490	88.1	2,884	10.9
U of Wyoming	53.2	46.8	78.8	23.2	995,117	74.4	342,461	25.6	263,550	90.0	26,250	10.0
Wyoming State	46.3	53.7	70.8	29.1	579,406	68.6	265,407	31.4	46,167	78.2	12,855	21.8
Vanderbilt U	51.4	48.6	62.0	38.0	2,446,837	78.5	732,125	23.5	317,712	93.8	20,904	6.2
Virginia Commonwealth U	41.2	58.8	82.0	38.0	382,115	56.3	296,280	43.7	79,906	66.8	22,334	33.1
Virginia Military Institute	100.0	0.0	100.0	0.0	1,048,849	100.0	0	0	82,300	100.0	0	0.0
Virginia Polytechnic Institute and State U	58.5	41.5	78.3	21.7	1,129,842	80.3	276,504	19.7	246,587	88.7	31,446	11.3
Wagner C	47.0	53.0	73.0	27.0	278,084	68.7	188,818	40.3	10,000	83.3	2,000	16.7
Webb Forest U	53.7	46.3	73.0	27.0	1,974,098	84.5	363,476	15.5	375,000	92.1	32,000	7.9
Washington State U	54.6	45.4	74.7	25.3	1,154,568	88.0	542,237	32.0	289,099	76.5	88,625	23.5
Webster State U	48.2	51.8	71.8	28.2	587,588	71.2	241,215	28.8	59,603	86.2	9,568	13.8
West Virginia U	54.3	45.7	72.5	27.5	1,227,451	71.4	492,182	28.6	279,000	83.2	55,000	16.8
Western Carolina U	51.2	48.8	77.2	22.8	368,765	80.5	98,517	19.5	70,305	91.7	8,363	8.3
Western Illinois U	52.4	47.6	74.7	25.3	575,395	68.8	283,500	31.4	71,175	80.9	16,775	19.1
Western Kentucky U	51.9	48.1	74.2	25.8	621,378	83.0	172,137	17.0	81,037	79.5	2,918	3.5
Western Michigan U	47.2	52.8	72.2	27.8	1,003,240	73.7	368,359	33.4	100,624	71.1	29,827	22.9
Wichita State U	52.3	47.7	74.4	25.6	305,151	57.7	362,785	54.3	78,700	71.7	31,000	28.3
Wright State U	49.6	50.4	63.0	37.0	384,428	57.4	285,398	42.6	25,581	50.7	24,872	49.3
Xavier U (Ohio)	48.5	51.5	59.4	40.6	312,112	53.3	273,167	46.7	88,510	80.4	10,445	10.6
Youngstown State U	51.0	49.0	72.1	27.9	578,228	74.4	188,828	25.6	27,551	90.6	7,092	9.4
Division I average <sup>3</sup>	48.7%	50.9%	69.3%	30.6%	\$848,130	68.5%	\$372,800	30.4%	\$139,162	82.8%	\$28,840	17.2%

<sup>1</sup> Did not provide this information.  
<sup>2</sup> Does not include athletic scholarships.  
<sup>3</sup> Operating expenditures include only those costs associated directly with games, including lodging, meals, transportation, officials, uniforms, and equipment.  
<sup>4</sup> Recruiting expenditures include the costs of off-campus activities and institutions and of paid on-campus visits by athletes. They do not include telephone and postage costs.  
<sup>5</sup> Division I average is based on information provided by the NCAA.

## Survey Fleshes Out College Compliance on Gender Equity

Continued From Page A37

Just 46.4 percent of Florida State's students are men, compared with 72 percent of its athletes.

Sports officials and legal experts are split on whether the huge gaps in the participation and enrollment rates at most colleges suggest that those institutions are out of compliance with Title IX.

**'Interests and Abilities'**

The NCAA's Mr. Scott is quick to note that the law allows a college to offer other reasons why its participation rate does not mirror enrollment. If the rates are not similar, he says, the college can show that it has tried continually to expand opportunities for women, or it can prove that it has satisfied the "interests and abilities" of women by providing as much opportunity to female students as to men.

Mr. Scott said that since Title IX has been in effect for 20 years, colleges will have difficulty making the historical argument and probably will have to lean more heavily on the "interests and abilities" test.

Advocates for women, however, argue that neither test stands up to scrutiny at most colleges. Donna A. Lopiano, who is leaving as director of women's athletics at the University of Texas at Austin to become executive director of the Women's Sports Foundation, says the other prongs of the Title IX test are "more excuses than reasons."

"I don't know how a college can argue that there aren't women interested in being varsity athletes, when you look at the number of club teams just poised to become varsity sports," Ms. Lopiano said.

She also argued that colleges cannot rationally compare the interests of men and women until they start spending comparable sums of money for recruiting, scholarships, and operating costs.

"I've heard so many people say, 'I can't keep this women's team together,'" she said. "Well, no wonder. They're asked to practice at 7 a.m., the coach is paid two cents, there are no scholarships. All of a sudden there's no interest or ability. Big surprise!"

## A Central Issue

Although it's very tough to find areas of common ground between proponents of Mr. Scott's and Ms. Lopiano's views, they tend to agree on one thing: The question about whether participation rates must equal enrollment will be a central issue as the Title IX debate heats up in the coming months.

"Somebody is going to have to set a standard by which people say, 'OK, I'll measure up to that standard,'" Lopiano said. "I will have a gender-equitable program," said Jim Livergood, athletics director at Washington State University, which is reshaping its sports program in response to a ruling by the state Supreme Court requiring the university to apportion its sports facilities based on the makeup of the student body.

Who will set the standard is still an open question. Advocates for women's sports are pushing the Education Department's Office for Civil Rights—which is responsible for enforcing Title IX—to issue a clearer statement about the participation rate issue. But critics of the OCR, who say the department is far too understaffed and underfunded to do an adequate enforcement.

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## Loyola Marymount Settles Suit Over Basketball Player's Death

By DEBRA E. BLUM

Loyola Marymount University agreed last week to settle a wrongful-death lawsuit brought by the mother of a basketball player who died two years ago, ending the university's involvement in the case.

In March 1990, Hank Gathers, who was taking medication to control an irregular heartbeat, collapsed on the court during a game and was pronounced dead within two hours.

**Seeking \$92.5-Million**

After his death, Mr. Gathers's mother and other relatives filed lawsuits seeking a total of \$32.5 million in damages. The university, its athletics director, its men's basketball coach, and the physicians who treated Mr. Gathers all were named in the suits.

Last month the university settled part of the case by agreeing to pay \$55,000 to Mr. Gathers's estate, which named his son, Aaron Crump, as the sole beneficiary.

Last week Loyola Marymount agreed to pay \$54,000 to Lucille Gathers, the player's mother.

Two counts of negligence are still pending against two doctors who treated Mr. Gathers after his collapse.

A statement by the university said its decision to settle "neither admits nor implies liability or responsibility" on the part of the institution or its employees. Joan Gaudene, a spokeswoman for Loyola Marymount, said the university had determined that the amount of the settlement equaled the estimated cost and expense of preparing and trying the case in court.

She added that the university's settlement and attorneys' fees had been paid by its insurance carrier.

## As British voters head to the polls this week, the Labor Party seems to have consolidated its support among academics.

In a nationwide sampling of university professors, 57 per cent of respondents said they supported Labor. The Conservatives had the support of only 14 per cent of the professors, far below the 31 per cent rating won by Liberal Democrats.

University College in Dublin has been forced to reopen a search for an assistant lecturer in medieval history after faculty members objected to one candidate's exclusion on the apparent grounds that he was, at 37, too old for the post.

Alan Stodet, a University of Toronto instructor who currently is a research fellow at the Dublin institution, had applied for the position, but was not included on the list of finalists because—according to minutes of a meeting looked to the press—he was too old.

The finalists were identified by a board of assessors that consists of the institution in its recruiting. The board told the arts faculty that all six of the finalists were between the ages of 27 and 30, which it felt was the appropriate age for a junior appointment. "It could be argued that Dr. Stodet, like several other candidates, was overqualified for the post," one board member said.

The board's recommendation sparked an uprising among the faculty members, who said that discrimination on grounds of age was inappropriate, if not illegal, and that qualifications should be the chief criterion in the selection process. The faculty committee decided it could not accept the board's recommendation, and the institution is advertising the position again, without any age restrictions.

Paul Westhead, who was Loyola Marymount's basketball coach at the time and now coaches the National Basketball Association's Denver Nuggets, was dropped from the lawsuit in February.

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## Amid Yugoslavia's Turmoil, Sarajevo U. Is Assailed by Bitter Sectarian Rivalries

By DUSKO DODER

The disintegration of Yugoslavia has embroiled its intellectuals in sectarian rivalries and put enormous strains on academic communities throughout the multi-ethnic federation.

Nowhere have these strains been as apparent as here in the centrally located republic of Bosnia-Herzegovina, where professors at the University of Sarajevo have become the leaders of rival ethnic political parties.

According to its rector, Jusuf Mulid, the university itself "is not engaged in politics," even though many of its faculty members are. "We don't like it," he said, "but what's to be done? They are citizens."

The problem of Yugoslavia, said Mr. Mulic, who is a Muslim, is that "we don't really have political parties like the Democrats and Republicans in the United States, with different programs. Our parties are ethnic parties, that's all."

Aleksa Buha, a philosophy professor, said he became a Serb nationalist politician "with a feeling of guilt." But he said, the collapse of Communism swept away old political parties.

Continued on Page A43

## International

### U.S. Plan for Aid to Scientists in Former Soviet Union Could Strengthen Deteriorating Research Enterprise

Package would drop restrictions on high-technology exports and try to alleviate 'brain-drain' problem

By KIM A. McDONALD

WASHINGTON  
 The Bush Administration last week announced several programs of aid to researchers in the former Soviet Union that could help strengthen the deteriorating scientific enterprise in Russia and slow the emigration of intellectuals in other countries.

In the largest program, a multimillion-dollar package for the former Soviet states, President Bush proposed to eliminate cultural restrictions on the export of high-technology equipment, such as computers, to the former Soviet Union, and to take steps to alleviate "the brain-drain problem."

Mr. Bush said his plan also would allow a \$400-million fund approved by Congress last year to dismantle the Soviet nuclear arsenal to be broadened to include improvements in nuclear-plant safety and the conversion of Russian nuclear-weapons laboratories to civilian facilities.

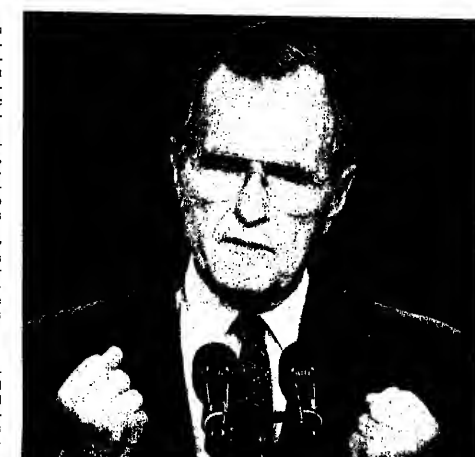
#### Stipends for Visiting Scholars

"The revolution in these states is a defining moment in history, with profound consequences for America's own national interests," the President said in announcing the plan. "The stakes are as high for us now as they have been in the past century. And our adversary for 45 years, the one nation that posed a worldwide threat to freedom and peace, is now seeking to join the community of democratic nations."

In a separate announcement last week, the State Department said it planned to start a \$1.5-million effort to bring "at least 150 scientists" from the former Soviet Union to American universities and colleges to teach and conduct research for one to two years. The visiting scholars, who would begin arriving in the fall, would receive a small stipend for travel and relocation costs from the U.S. government, but would obtain the bulk of their support from the universities and colleges. State Department officials said.

A similar \$1-million program announced last week would provide stipends for visiting scholars.

Continued on Page A43



President Bush announcing aid: "The revolution in these states is a defining moment in history, with profound consequences for America's own national interests."

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Continued on Page A43



## U.S. Aid Could Shore Up Research Enterprise in Former Soviet Union

*Continued From Preceding Page*  
by the State Department would bring to the United States at least 150 scientists working on defense-related projects in the former Soviet Union for three to six-month internships at American companies.

In addition, some federal agencies are providing additional assistance on their own to existing cooperative research efforts.

At the National Science Foundation, managers in the division of international programs are racing to put into place a new plan to provide additional resources to researchers in the former Soviet Union who are engaged in foundation-supported collaborations with U.S. scientists.

### Quick Reviews Promised

Gerson S. Sher, senior program manager for Eastern Europe, said the foundation was telephoning the approximately 100 U.S. researchers who direct such collaborations to make them aware of the support. Requests for additional aid will be reviewed quickly, he added.

He said each of the projects could receive as much as \$10,000 in supplemental aid immediately, to pay for journal subscriptions, equipment, and supplies that will be sent to the former Soviet Union to help maintain the laboratories of the counterparts in the research efforts there. The first awards are expected to be made this week. "We're trying to get on this very quickly," Mr. Sher said.

Officials at the science foundation said the money to finance the new program, which could amount to as much as \$1-million, would come from reallocating resources within the agency. They added that the initiative had been requested



Loren R. Graham, a professor at MIT. "I'm not opposed to bringing them here for a short period of time."



Frank Press: "What we're talking about is stabilizing the brain drain is only a few tens of millions of dollars."

by Walter E. Massey, the agency's director.

At the National Institutes of Health, officials of the Fogarty International Center are providing as much as \$20,000 a year for three years in additional aid to existing NIH collaborative projects with the former Soviet Union. The effort is being financed by a \$1-million program, which was approved by Congress last year, to assist researchers in Latin America and Eastern Europe, as well as in the former Soviet Union.

However, David A. Wolff, chief of international research and awards at the Fogarty center, said most of the applications and awards involved collaborative projects with researchers in the former Soviet Union.

Like the NSF program, which does not pay the salaries of foreign researchers, the new effort would provide all of the funds to U.S. researchers who will buy supplies to be sent to the former Soviet Union. "Rather than send the money to the country, where Russian officials can take cuts, we send the materials and equipment there," Mr. Wolff said.

### Avoiding High Duties

Mr. Sher of the NSF estimated that, because of the high taxes on cash payments in Russia and the difficulty of moving money through the bureaucracy there, a payment of \$100 to a researcher could quickly dwindle to "only \$10 or \$20." He said the foundation also planned to avoid paying high

duties on the supplies and equipment by having U.S. scientists bring the materials into Russia, rather than shipping them separately.

Thomas J. Ratchford, associate director of policy and international affairs at the White House Office of Science and Technology Policy, noted that his office was encouraging other federal agencies to develop programs like those at the science foundation and the NSF. He said it also was studying closely the recommendations from scientists who met last month at the National Academy of Sciences to discuss ways of helping civilian researchers in the former Soviet Union.

In recent months, Russian and American science leaders, concerned that the Administration was

focused only on helping nuclear weapons scientists in the former Soviet Union, have called on White House officials to broaden the assistance to prevent the dismantling of civilian research institutes in Russia.

Detrimental research facilities, shortages of hard currency to buy chemicals and maintain journal subscriptions, and extremely low wages, they warned, have prevented many scholars in the former Soviet Union from conducting research and led to fears of a massive emigration of intellectuals in the near future.

### Special Fund for Equipment

At a closed-door meeting at the National Academy of Sciences last month, more than 120 American scientists recommended steps the White House should take to broaden its support for civilian scientists in the former Soviet state, such as creating a special \$50-million to \$100-million fund to replace and refurbish equipment, journals, and books there.

While only one of the group's recommendations (thus—the elimination of export controls on high technology equipment—appeared in Mr. Bush's multi-billion-dollar package of assistance, Mr. Ratchford said the aid package was still being refined and could later include some additional proposals to assist civilian researchers.

"It's too early to tell," he said. "What we are talking about is peanuts compared to the total package."

Frank Press, president of the National Academy of Sciences, said he was encouraged by the prospects.

"What we're talking about to stabilize the brain drain is only a few tens of millions of dollars," he said.

Some American scholars expressed concern that the brain drain could be exacerbated by the State Department's plan to bring Russian scientists to work temporarily in the United States.

### 'A Great Deal of Unrest'

The major problem is not the inability to bring Russian scholars to the United States, said Eugene S. Skolnikoff, a political-science professor at the Massachusetts Institute of Technology. "It's providing resources there. In fact, there will go much farther there."

Loren R. Graham, a professor of the history of science at MIT, who said he had similar concerns, predicted that a large number of the Russian scientists brought to the United States would eventually remain here.

"I'm not opposed to bringing them here for a short period of time," he said. "But they're helping most in their own countries." Robert L. Park, a professor of physics at the University of Maryland at College Park and director of the Washington office of the American Physical Society, said the program could also face opposition from the many U.S. scientists, particularly physicists, who have been unable to secure jobs at American universities.

"Among young Ph.D.'s attempting to find positions in a tight job market, it's likely to create a great deal of unrest," he said.

International

International

## Amid Yugoslavia's Strife, Sarajevo U. Is Assailed by Sectarian Rivalries

*Continued From Page A41*

chance and created a vacuum. "We felt called upon" to enter politics, he said.

"The return of nationalism is indeed a step back," added Mr. Buhar. "But we have to go through this phase of tremendous social, spiritual, and moral crisis." The return of virulent nationalism has damaged the social fabric not only of the university but of the entire republic. The outbreak of sectarian war in Sarajevo, a lovely city where the 1984 Winter Olympics were held, was only narrowly averted last month, largely as a result of the efforts of United Nations Secretary General Boutros Boutros Ghali and his peace negotiator, Cyrus R. Vance. By the time Mr. Vance and down with the leaders of the republic's three main factions: Croats, Muslims and the Serbs, Croats, and Muslims had been persuaded to stop shooting and take down their barricades.

### Nearly 2 Million Muslims

What gives Bosnia its unique combustibility is that, in contrast to other Yugoslav republics, which are populated mainly by Christians, it is home to nearly 2 million Muslims, who make up about 45 percent of the population.

To complicate matters, the Bosnian Muslims are actually ethnic Slavs who accepted Islam five centuries ago to retain their privileged positions in the Ottoman Empire. They always have held political center stage in Yugoslavia, accept-



Jusuf Mulic, rector of the U. of Sarajevo. "We don't like it," he says of the political activity, "but what's to be done? They are citizens."

also a mathematician, the university is crippled. Mr. Miller, who has taught at the University of Sarajevo since 1969, said the turmoil had produced an exodus of talented students and young graduates, who went to North America, Western Europe, and Australia.

"We have lost a few hundred of the best people in the fundamental sciences, electrical engineering, and medicine," he said.

The University of Sarajevo was established in 1949. Today it has 24 schools and faculties with a staff of 1,800 and more than 26,000 students. Until recently, it was run along sectarian lines with all important administrative positions rotating among Croats, Muslims, and Serbs.

In contrast to the political activism of faculty members, most students here have refrained from joining the nationalist parties. Typical is Aleksandra Maharemovic, a Serb from Croatia, who said she resented any type of nationalist

agitation on the campus. Until the outbreak of Yugoslavia's civil war last summer, a plurality of the students—37.6 per cent—identified themselves first as Yugoslavs, while 25.5 per cent regarded themselves first as Muslims, 20.4 per cent as Serbs, and 10.7 per cent as Croats.

The figures come from surveys conducted by the government and released in December.

**Soaring Unemployment**

Operations at the University of Sarajevo thus far have been virtually uninterrupted by the fighting in the country. The universities in Belgrade and Zagreb, in contrast, have experienced some disruptions and also have seen many of their students called up for service in the Serbian-backed militia army or by Croatian militia.

But Mr. Mulic, the rector here, said the collapse of Yugoslavia's economy, which has created soaring numbers of unemployed white-collar workers in Bosnia, had eaten away at the university's treasury. "We are barely surviving," he said.

Intellectuals share in the frustrations felt throughout society, which has witnessed a dramatic decline in the standard of living. A professor who made the equivalent of \$14,000 a month one year ago has seen his salary reduced to the equivalent of \$80 a month today. Government subsidies to the university have been reduced drastically. A recent and unexpected 450-per-cent increase in the price of natural gas has left the university without funds to pay for other services.

The U.N.'s peace-keeping troops may be the best hope that Yugoslavians' quarreling ethnic minorities can be kept from destroying each other and brought to some peaceful agreement. While the 14,000 peacekeepers are to be deployed in neighboring war-torn Croatia, the U.N. headquarters has been set up in Sarajevo in an effort to prevent the factions in Bosnia from starting a major conflagration.

**"The Communists kept ignorant people in power. There is a need to have educated people in public life. Enough of those morons!"**

ing no uneasy accommodation with whatever strong government was in power.

At the same time, Bosnia's Christian majority is deeply divided between the feuding Orthodox Serbs, who make up 34 per cent of the republic's population, and the Roman Catholic Croats, who account for 17 per cent. The Serb-Croat feud is at the heart of Yugoslavia's civil war. The Serbs in Bosnia also say that they do not want to be a minority in an Islamic state.

Ironically, the Muslims prospered most under the late Communist strongman, Marshal Tito, who gave them a status equal to the

**A Rarity Among Academics**

"The two concepts are not mutually exclusive," said Branko Huterer, a professor of music and one of the founders of the national Croat Democratic Union. Mr. Huterer was a rarity among academics—he never was involved in politics and never joined the Communist Party, even though membership was virtually mandatory if one was to get any sort of promotion at the university. But he said he had felt a "moral obligation" to become politically active last year—ever though he has since abandoned all work for his party.

"The Communists have for so many years kept ignorant people in power," said Naza Tanovic-Miller, a mathematics professor and a Muslim, who earned her doctorate at the Illinois Institute of Technology. "There is a need to have educated people in public life. Enough of those morons!"

### University Is Crippled

But Ms. Tanovic-Miller said she had refused an offer to become Minister of Culture in a sectarian cabinet. "Nothing will be done here before a political solution is found," she said.

In the meantime, said her American husband, Harry Miller, who is

## Czechoslovakia, Hungary, and Poland Agree on Plan to Integrate Universities

By BURTON BLAGG

Education ministers of Czechoslovakia, Hungary, and Poland have agreed on six projects to increase the integration of their universities and research institutions after four decades of Communist-imposed isolation.

The ministers agreed on the outlines of the projects after "quite a bit of controversy" at a meeting last month in eastern Czechoslovakia, according to Zdenek Deyl, the head of international relations at the Education Ministry of the Czech Republic.

He described efforts of the three countries to Westernize and integrate their higher-education systems as a "painful restructuring."

Discussions among the three countries on higher-education

issues have been going on for more than a year.

The projects are to be submitted to the European Community for possible financing under its program of assistance to Eastern Europe. Mr. Deyl said a decision on the application for more than \$100-million in assistance for this year alone was expected soon. He added that he anticipated approval of the request and hoped that work on the projects could begin as early as next month.

Among the planned projects: **A Bratislava-based office** to work out mutual recognition of university credits and degrees among the countries.

**A large Prague-based project** to make science education more responsive to the needs of the region's economies, especially in science and technology.

## Protests by Black Students Erupt on Several South African Campuses

By LINDA VERONANI

CAPE TOWN—The Committee of University Principals meeting in Pretoria this week to discuss the structure of post-apartheid higher education, a wave of protest by black students has disrupted operations on several campuses across the country.

Some of the protests were sparked by the expulsion of black students either because they had failed to pay overdue fees or not met academic standards. Campuses where protests turned violent include the recently opened and technically liberal University of Natal and the University of the Western Cape, which regards itself as the intellectual home of the South African left. Some historically black universities have seen protests over alleged racism by white faculty members.

The Committee of University Principals represents 17 universities in South Africa. Among items to be discussed by the vice-chancellors this week are the financing of higher education, access to the universities, financial-aid and academic-support programs for disadvantaged students, and institutional autonomy and accountability.

Some of the issues on the agenda have been brought into sharp focus

by the recent round of campus unrest. In the latest violence, the offices of Jakes Gerwel, vice-chancellor of the University of the Western Cape, were ransacked last week by students protesting the expulsion of 189 of their classmates, most of whom had failed to pay outstanding balances on their 1991 tuition bills. In recent years the university has admitted growing numbers of students from very poor backgrounds.

Mr. Gerwel said earlier this year that 2,956 students owed a total of \$3.4-million in 1991 tuition fees. He said the university could not accede to demands that it enroll all students regardless of their debts. The university did arrange for 923 students who were succeeding academically and had debts of less than about \$750 to register.

**'Serious Repercussions'**

The student council condemned the form of the protest but continued to press for the re-admission of about 190 students. Said Oupa Ntombela, a spokesman for the council: "We recognize that students have financial obligations to the university and the university has financial constraints. But this university is unique in that it has been proud to serve students from working-class communities. Obviously if the university is going to introduce a policy of financial exclusions, that in our view has serious repercussions of learning opened to everyone."

Nabulo Ndebele, vice-rector of the university, said at one point that it should be "a matter of national concern that students be able to finance their studies."

Among other protests in recent weeks:

At the University of Durban-Westville, students held a two-week boycott in support of their demand for the immediate suspension of a white professor who they alleged is racist. The institution's vice-chancellor, Jaftum Reddy, applied to the commission of inquiry to look into the allegations. Last week students decided to suspend the boycott pending the commission's report.

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About 350 students at the University of Natal at Durban went on a violent rampage across the cam-

pus to protest the expulsion for academic reasons of Knowledge Mdillose, a black law student. A member of the Students Representative Council, Mr. Mdillose was denied re-admission to the law school after failing 16 of 22 examinations over a two-year period.

James Leatt, vice-chancellor of the university, said that the violence was unacceptable and that there would be no compromising on academic standards. "What is at stake is the integrity of the University of Natal degree," he subsequently announced that Mr. Mdillose would be allowed to appeal his expulsion in writing and that his case would be heard by a review panel.

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## YUGOSLAVIA'S FRACTURED FEDERATION



CHRONICLE'S MAP BY JUDITH GORDON

## China Plans Measures to Encourage Its Best and Brightest to Come Home

By NICK DRIVER

BEIJING Acknowledging that their country has failed to stem a massive brain drain, education authorities in China have unveiled a new series of measures designed to persuade their best and brightest to come home.

According to the official Xinhua News Agency, the Chinese Academy of Sciences plans to use financial and other incentives to lure émigré scholars and students.

Many students decided to stay abroad largely out of fear for their lives after the 1989 Tiananmen Square massacre and the repressive atmosphere that followed. Thousands of other Chinese who left the country to study or to research abroad simply prefer the working conditions in advanced Western countries and feel that their newly acquired skills and knowledge would go to waste in China.

To try to remedy the situation, the Chinese Academy has offered to set aside about \$500,000 a year to finance research grants, buy modern equipment, and improve

working conditions in the country, the Xinhua report said.

Leaders of the science academy and other top education officials have been grappling with the brain-drain problem for years. The new package is the first to offer financial incentives to émigré scholars.

Other promised incentives include a pledge to put more trust in

**"By the beginning of the next century, a majority of current leading researchers will retire and a younger generation will be needed."**

intellectuals and not keep them chained to their jobs at research institutes. "The policies guarantee greater freedom to travel abroad after they have returned," and, while based in China, they will be allowed to visit foreign countries on a regular basis, the report said.

The authorities are even trying

to woo Chinese students and scholars who are not thinking of returning immediately to help in other ways with China's modernization drive. Collapsing on their sense of patriotism, the new policy urges intellectuals studying abroad to continue to serve China by returning to give lectures, conduct symposiums, provide materials, or participate in research programs.

### Critical Lack of Researchers

In the first statistical confirmation of the seriousness of the brain drain, officials acknowledged that only 25 per cent of the scholars sent abroad by the Chinese Academy of Sciences since China opened her doors in the late 1970's had returned. The academy disclosed last week that over the past 14 years only 3,700 of the more than 15,000 students and scholars it had sent abroad had returned to work in China.

The consequence of this exodus, according to the deputy director of the academy's education bureau, Shi Tingjun, is a critical lack of qualified researchers and professors, especially in the sciences. Chinese officials are increasingly worried by signs that the best and brightest of the country's younger generation are voting with their feet and refusing to replace the core of Soviet-trained professionals due to retire this decade.

The academy "is facing a serious transition in generations," Mr. Shi said, adding: "By the beginning of the next century, a majority of current leading researchers will retire and a younger generation will be needed to assume their posts."

## Australian Students Clash With Police in Protest Over Financial-Aid Shift

By GEOFFREY MASLEN

MELBOURNE A protest march by Australian university students angry about the federal government's plans to change its financial-aid policies turned into a violent confrontation with the police in Melbourne.

Thousands of students stormed the State of Victoria's Parliament building here after breaking through police lines. They rained way into the building and fought with police officers who attempted to stop them. Windows in the office of the state's Premier, Joan Kirner, were smashed, and she had to be escorted from the building by armed police. At least 22 police officers were injured in the melee, which observers here said was the worst student violence against the police ever seen in Australia.

The march through downtown Melbourne was part of a week-long national campaign organized by students to show their opposition to the government's plan to shift the bulk of student aid from grants to loans. The march, however, became a battle. At the height of the riot, the police were forced to release four students, which the protesters were being held was surrounded by an angry mob.

The National Union of Students had called for protest rallies across the country as part of its campaign against a proposal that would re-

place the current system of state grants with government-backed loans. The leaders of the student union condemned the violence, saying it had not been planned.

Under the existing student program, called "Austudy," a government spends \$1-billion (U.S.) a year providing need-based allowances to eligible students.

But the government, seeking to increase the program's effectiveness, called on Bruce Chapman, professor of economics at Australia National University, to evaluate the Austudy program and recommend ways to improve it.

In a draft report, Mr. Chapman said Austudy appeared to be played little part in encouraging students to go on to higher education. He proposed that the government replace the grants system with a loan program. Students qualified for an allowance would be able to take out an interest-free, income-contingent loan for a large amount, giving them increased financial flexibility.

Angry students on campus across the country rejected the proposal and called on the government to increase the current allowance levels, which they claimed placed most students below the poverty line.

Mr. Chapman's final report and recommendations are due in a month.

## Name Dropping

LAST WEEK H. Ross Perot, the Texas billionaire who is considering an independent bid for the Presidency, named his "interim" running mate James Bond Stockdale, retired vice-admiral, former president of the Citadel, and now a senior research fellow at the Hoover Institution at Stanford University.

Before that appointment, *The Boston Globe* reported that an aide of Mr. Perot had asked John R. Silber, president of Boston University, if he would consider serving as Mr. Perot's running mate. Mr. Silber is a former chairman of philosophy and a former dean of the college of arts and sciences at the University of Texas at Austin. After the story appeared in the *Globe*, Mr. Perot and Mr. Silber both issued statements. Mr. Perot said that neither he nor his aides had contacted Mr. Silber. Mr. Silber said that he had been called by someone claiming to work for Mr. Perot but that "If Ross Perot wanted me as his running mate, he would call me directly." Mr. Silber said he had told the caller that he would not abandon his own party to run as an independent.

Mr. Silber was the unsuccessful Democratic candidate in the 1990 Massachusetts gubernatorial race.

William H. Smith, professional staff member for the Subcommittee on Defense Industry and Technology of the U.S. Senate Armed Services Committee, has quit that post to join the Washington office of the Georgia Institute of Technology. Mr. Smith was responsible for university-research issues on the subcommittee. A spokesman for Georgia Tech says that the institution already has a contract with a lobbyist and that Mr. Smith will not be lobbying. "He will be working closely with the governmental agencies in an effort to develop programs that will serve the nation's interests as well as capitalize on the strengths of our faculty," the spokesman says.

Last week's *Gazette* section of this paper reported that Sheila E. Megley had been named president of Salve Regina University. Not so. Sister Sheila has been named president of Regis College in Massachusetts. Lucille McKillop, president of Salve Regina College since 1973, remains in office.

Sister Sheila brings a broad assortment of qualifications to her new position: Her bachelor's degree is in mathematics; she has master's degrees in theology, English literature, and financial management; her Ph.D. is in English literature; and she qualified as a CPA by passing the certification exam last year.

After the burst of activity accompanying the release of the names of the 145 candidates for the presidency of the University of Wisconsin System (Name Dropping, March 18), few were surprised when the choice was announced last week: Katherine C. Lyall, acting president of the system since Kenneth A. Shaw resigned last August. Ms. Lyall also served as acting president from June 1985 to February 1986 after the resignation of Robert M. O'Neill.

The appointment cuts the lists of finalists for the presidency of the College of William and Mary to four. Ms. Lyall had been the fifth.

Barbara Bush will visit a number of campuses this commencement season. The First Lady is scheduled to deliver addresses at Pepperdine University on April 16, Marquette University on May 17, and Louisiana State University on May 21. She will also take part in an honors convocation at Central State University on May 12.

## Indonesian Students Go on Trial on Charges of Subversion and 'Spreading Hatred'

By MARGOT COHEN

JAKARTA, INDONESIA The two chief organizers of a pro-independence student group and three undergraduates from Indonesia's troubled province of East Timor have gone on trial here on charges of subversion and "spreading hatred."

The five were arrested last November following a Jakarta rally protesting a massacre in Dili, East Timor, where soldiers fired into a crowd of pro-independence demonstrators and killed at least 50 people. Indonesia annexed East Timor, a former Portuguese colony, in 1976, but its sovereignty has not been recognized by the United Nations. Several scholars are to be court-martined for their part in the Dili shootings.

The trials of the students, which are expected to last about three months, are seen as part of a broad government effort to squelch student protest.

Two defendants charged with subversion face the death penalty: Fernando De Araujo, a literature student at Udayana University in Bali, and Jose Freitas Da Camara, who dropped out of the law program at Atma Jaya Catholic University in Jakarta after the government withdrew his scholarship.

### 7-Year Maximum Sentence

For the lesser crime of "spreading hatred," a maximum seven-year prison sentence faces Agnita Cardoso of Udayana University, Virgilio Da Silva Gutierrez of the National Institute of Technology in East Java, and Domingus Baretta De Jesus Vas of the Catholic University in Central Java.

Mr. De Araujo and Mr. Da Camara denied a pro-independence student group in 1988, the National Student Resistance Movement, of

East Timor, known as RENTEL, for its initials in Portuguese. The group, which attracted members from universities across Java and Bali, concentrated on non-violent activities such as disseminating information on human-rights violations and holding discussions on political and economic problems in East Timor. It was suspected of drawing funds from an armed rebel movement.

The students operated clandestinely until the November 12 massacre jolted them into public protest. They were subsequently detained and interrogated by the police—and denied access to lawyers, according to the Indonesian Legal Aid Foundation, a human-rights group that is helping defend some of the students.

In a country lacking an independent judiciary, the students are in a difficult position. The Indonesian Legal Aid Foundation has never won a subversion case. However, other recent cases of alleged subversion in Indonesia's Aceh province that involved faculty members at several universities ended with prison terms rather than the death penalty.

Besides incidents in which protesters were beaten or arrested, the government has used more subtle forms of pressure to deter dissent. After the massacre in Dili, the government suddenly cut off scholarship payments to East Timorese students. They were reassured on the condition that the students sign a statement of agreement with the integration of East Timor, that they are not involved in any anti-integration activities, and that they apologize for any activities in the past.

Thus far only a handful of students reportedly have refused to sign the statement.



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## CONFERENCES

**EDUCATION FOR PUBLIC RESPONSIBILITY IN A TIME OF FISCAL CONSTRAINT** • Frances Moore Lippard and Paul D. Bots, founders of the Institute for the Arts of Democracy, will discuss the obligation colleges and universities have to empower students for leadership roles in a rapidly changing world.

**TOTAL QUALITY MANAGEMENT** • Steven Hunt, partner and TQM specialist with Arthur Andersen, and Robert Cornsley, TQM consultant and academic administrator, will discuss the relevance of TQM for colleges and universities.

**BUDGET MANAGEMENT/ENROLLMENT MANAGEMENT** • Kent Chabot, VP for Finance, Bowdoin College and member of the Harvard TBM Team and Randi Levits, Executive VP, National Center for Student Retention, will speak about financial management and enrollment shifts in higher education.

**FISCAL CONSTRAINTS: A PRESIDENT'S PERSPECTIVE** • Gloria Randle Scott, President, Bennett College

**EXEMPLARY ADMINISTRATIVE LEADERSHIP AWARDS** • Recipients will present their winning programs on the theme: "DOING MORE WITH LESS: THE CHALLENGE OF CONSTRAINTS."

**WORKSHOPS** • INTER- AND INTRA-INSTITUTIONAL COOPERATION: A source of financial saving will be discussed by Leo Goodman-Mohr, President of Governors State University. LEGAL ISSUES: Patricia Hollander, AAUA General Counsel, will address legal aspects of donating, retirement, and political connections. STUDENT RIGHTS: William Bryan, Vice-Chancellor of Student Affairs at the University of North Carolina, will discuss a Student Bill of Rights. ENROLLMENT MANAGEMENT: A HANDS-ON APPROACH by James Carr, VP of Harding University. STRATEGIC PLANNING IN THE 1990's: a presentation by Virginia Pucci, VP for Admissions and Planning, and others from Governors State University.

**PREFERENCE WORKSHOP (optional with fee): UNDERSTANDING THE BUDGET PROCESS: A SHORT COURSE FOR EVERYONE BUT FISCAL OFFICERS:** James McGovern, Associate VP for Medical Affairs, Case Western Reserve.

**CREDENTIALS REVIEW (optional by appointment, with fee):** Individual consultations with representatives of leading national search firms.

## Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Loe E. Masdova  
W. K. Kellogg  
Foundation



Elizabeth Gruner  
Reed College



Sheila E. Megley  
Regis College  
(Mass.)



William J. Farrell  
University System  
of New Hampshire



David DeBlois  
St. Chir Community  
College

• **New college and university chief executives:** College of Aeronautics, Richard B. Goetze, Jr.; Culver-Stockton College, Edwin B. Strong, Jr.; Allan Hancock Community College, Ann F. Stephenson; Laramie County Community College, Charles H. Bohlen; Limestone College, Walt Griffin; Maryville University (Mo.), Keith H. Lovin; Regis College (Mass.), Sheila E. Megley; University of Wisconsin System, Katharine C. Lyall; University System of New Hampshire, William J. Farrell; Youngstown State University, Leslie H. Cochran.

• **Other new chief executives:** Association of College Unions-International, Scott T. Rickard; Music Library Association, Richard Griscorn.

## Appointments, Resignations

Bob Boardman, vice-president for instruction and student services at Sweet's Community College, has announced his retirement, effective July 1. William Berry, assistant to the president for minority-student services at Rockland Community College, is executive assistant to the president. Charles H. Bohlen, dean of the Community and Technical College of U. of Toledo, is president of Laramie County Community College, effective July 1. John H. Boehle, Jr., former chairman of the board at Loyola U. (Ill.), is chair of theater arts at Northern Illinois U., effective July 1. Carl H. Caldwell, dean of academic affairs at Bridgewater College, is vice-president and dean of Franklin College (Ind.), effective July 1.

Leslie H. Cochran, provost of Southeast Missouri State U., is president of Youngstown State U. Loe E. Masdova, former director of corporate, foundation, and governmental support at Hobart and William Smith Colleges, is director of corporate and foundation relations at Butler U. David DeBlois, associate director of financial aid at Community College of Rhode Island, is director of financial aid at St. Chir Community College. William J. Farrell, president of Plymouth State College, is chairman of U. System of New Hampshire, effective July 1. Sister Margaret Fitzpatrick, assistant to the president at St. John's U. (N.J.), is senior vice-president for the Queens campus. Henry Adams, professor of education and director of the Center for the Study of Education at Miami U. (Ohio), is professor of secondary education at Pennsylvania State U. Robert D. Goetze, Jr., former professor at Bridgewater College, is vice-president of College of Aeronautics.

Joseph Griffin, former director of institutional advancement at Fox Chase Cancer Center, is senior advancement officer at Albright College. Walt Griffin, associate dean and director of the Cleveland Center for the College of Undergraduate Studies at Union Institute (Ohio), is president of Limestone College, effective July 1. Elizabeth Gruner, former director of development and alumni affairs for the state school of business at U. of Pittsburgh, is director of development at Reed College. James Hannon, former associate director of development at Stanford U., is director of development for the college of education at U. of California at Davis. Keith H. Lovin, provost and vice-president for academic and student affairs at U. of Southern Colorado, is president of Maryville U. (Mo.). Katherine C. Lyall, acting president and former executive vice-president of U. of Wisconsin System, is president of the Association of College Unions-International. Continued on following page





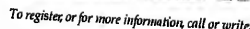
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**10**  
her's Day

**2-3. Social History.** "The Social Construction of Democracy, 1890-1960," conference, Carnegie Mellon Univ. and University of Pittsburgh, Pittsburgh, Pa. Contact: (412) 268-3380 or (412) 261-1000.

**3-4 Admissions, Culture, Arts.** "1980-1982: Information systems." Campuswide association of College Admission Officers, Pontiac Silverdome, Pontiac, Mich. Contact: NACAC, Suite 408, Adams, Va. 22114; (703) 836-2222, fax (703) 836-1015.

**10 Mother's Day**

**10-12: Information systems.** "Campuswide Information Systems: Leadership Roles for Libraries," conference, International

3-8: Olatase learning. "Distance Learning: Putting the Nuts and Bolts to the Annual conference on learning by site. Oklahoma State University, 801 Park Central Hotel and Tennis Inn. Contact: Julia Starr, Coordinator and Sciences Extension, Oklahoma State University, 205 Life Sciences

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**10-13 Business Machines Corporation, Marietta**  
at Hilton Hotel, 1000 Peach St., Atlanta, GA 30303.  
Contact: James Carey, (404) 391-9320, or  
Penny Federhahn, (303) 924-9328.

**10-14 Building for the future: The importance of**  
**Building Communities**—"Learning to  
live together." Conference on  
Healthy Communities, a conference  
from Fraser University, Whistler, British  
Columbia, Canada. Contact: Christine Schläpfer,  
Simon Fraser University, 8888 University  
Street, 515 West Hastings Street, Vancouver,  
British Columbia V6B 5K1; (604)  
291-5050.

**10-15 Institutional research.** "Education:  
the Global Perspective," annual forum,  
Association for Institutional Research,  
Atlanta, Atlanta, Georgia. Contact:  
Atlanta Office, 314 State Street, Atlanta,  
Georgia 30303. (404) 644-4470. BITNET:  
AIR@PSU.

**10-16 Interdisciplinary program.** National  
conference on non-traditional and inter-  
disciplinary programs. Contact: George Mason  
University, Virginia Beach, Virginia.  
7701 993-2020.

**10-17 Marketing.** "Marketing Clinic: How  
to Increase Sales." Conference, The  
College Board, Orono, Maine. Contact:

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11-13: **Funraising.** "Corporate and Individual Donations." *Association for the Advancement and Support of Education*, 400 Boulevard Marquis de Lafayette, Suite 1000, Washington, DC 20004. Contact: ASH, 11 Donor Center, Washington 20004. Contact: ASH, 11 Donor Center, Washington 20004.

11-13: **International advancement.** "If Computers in Your Alumni and Development Office." *Association for the Advancement and Support of Education*, New Orleans. Contact: CAS, 5, 200010; 11 Donor Center, Washington 20004.

12: **Education.** "Interactive Multimedia in Education." *videoconference*, University of Wisconsin, 480 Walnut Street, Milwaukee, WI 53212. Contact: Aron Polivsky, (302) 994-8232.

12: **Institutional advancement.** "Writing Development," workshop. Council on Advancement and Support of Education, Adams' Mark Hotel, St. Louis. Contact: CAS, Suite 400, 11 Donor Center, Washington 20004. Contact: 2002 328-5900.

12-14: **Administrative.** *College of Arts and Sciences Association of College Advancement Consultants*, Hartford Civic Center, Hartford, Connecticut. Contact: Suite 410, 400 Main Street, Hartford, CT 06103. Contact: 860-234-7314.

**13-18: Faculty Development.** "Creativity for Learning," workshop, of the National Association of College Teachers, 1992, 1993. Contact: Nancy Ann Clark, 3220, One Dunsmuir Circle, West 20036; (202) 466-7230.

**13-19: Faculty Development.** "Giving, Council for Advancement Support of Education, Adam's M. L. Lodi, Contact: Adam's M. L. Lodi, (202) 838-5900.

**13-20: Institutional Advancement in Effective Advancement.** "Institutional Advancement," workshop, Council for Advancement of Education, New York City, 1992. Contact: Cassi, (202) 338-5900.

**13-21: Management Modeling.** "Optimal Advancement Modeling," N.C. ORFEO Laboratories, Inc., 1992. Contact: P.O. Box 1100, N.C. 28711; (704) 292-1100.

**13-22: Fund raising.** Seminars, New York City, 1992. Contact: Florida, Contact: University Office of Continuing Education, 301 Mulheim-Hollywood, 3301 College Avenue, Fort Lauderdale, 33309; (305) 466-1100.

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"Thought and content are not antagonists but inseparable partners. There is no such thing as thinking about nothing. When we think about nothing we are not thinking. Thinking requires content, substances, something thought about. On the other hand, content is possible, applicable, if it is discovered, created, by thought. Analyzed, synthesized, by thought. Organized, transformed, by thought. Accepted, rejected, by thought. To teach content without regard for student thinking is to prevent that content from being transformed in the mind of the student." (1980, p. 10)

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